



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Joanna Fox and James Savile

Governor Committee Review: Education

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Referenced policies:

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Since 1893

1. Introduction

Spiritual, moral, social and cultural education (SMSC) helps children and young people develop personal qualities, which are valued in any civilised society, for example: thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. At Harrogate Ladies' College, we seek to teach these qualities across the curriculum and throughout school life. They are linked closely to our school ethos and aims.

We also ensure that we provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. To this end, every opportunity is taken to actively promote Fundamental British Values in the school.

2. Definitions:

Spiritual

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

Moral

The ability to recognise the difference between right and wrong, and pupils' readiness to apply this understanding in their own lives. An understanding of the consequences of their actions and an interest in investigating and offering reasoned views about moral and ethical issues.

Social

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

3. Aims of SMSC:

At Harrogate Ladies' College, we believe SMSC makes a unique and substantial contribution towards the school's values in that the personal development of young people is essential to their health, safety and achievement as individuals in society. Our SMSC delivery encourages our pupils to be inclusive of others of other nationalities, backgrounds and beliefs. which is at the core of our School. Our pupils have a thoughtful

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understanding of their own and other cultures, as well as an awareness of British society and its value systems. They also have awareness of dangers to themselves and others, posed by those who seek to stifle differing opinions or healthy debate.

4. How the curriculum contributes to SMSC in the Senior School:

The Contribution of English

English contributes to our pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns. Develop an appreciation that Mathematical truths are independent of culture and time.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them to see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern-day mathematics, over many hundreds of years.

The Contribution of Science

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments. Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
 - Raising awareness that scientific developments are the product of many.

The Contribution of Information Communication Technology

ICT contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History contributes to our pupils' SMSC development through:

- Almost every lesson contains elements of SMSC either directly, or in relation to current events.
- Studying the creation and evolution of British and other societies.
- Enabling pupils to reflect on issues such as war, economics, slavery, the Holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- History teaches about traditionally marginalised groups. It celebrates 'hidden histories' through lessons and departmental events.

The Contribution of Geography

Geography contributes to our pupils' SMSC development significantly:

- Pupils develop a fascination and appreciation for the world around them through the study of real places and real people.
- Pupils reflect on their own values and beliefs, and those of others. Pupils explore what it would be like to live in a squatter settlement and live through an earthquake.
- Geographical issues provide opportunities for distinguishing a moral dimension. Should deforestation be allowed in a rainforest? Should we purchase fast fashion items? Such issues are explored through debates and decision-making activities, where pupils understand the views held by various stakeholders, and develop their own attitudes and values.
- Fieldwork enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.
- Geography teaches an understanding of citizenship through the concept of sustainability.
- Pupils understand the consequences of their actions through the study of climate change and its socio-economic and environmental impacts.
- Through their study of different places (local and distant) pupils gain an awareness and understanding of cultural traditions as well as our own multicultural society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insight into and understanding of the way of life, cultural traditions, moral and social developments of other people.
- The development of social skills through group activities and communication exercises.
- The improvement of listening skills through oral/aural work.

The Contribution of Religious Studies

RS makes a distinctive and substantial contribution to the delivery of SMSC:

- The RS curriculum introduces the concept of worldviews, explaining the importance of religious and non-religious worldviews and fostering pupils' curiosity about how and why worldviews shape the world we all live in. The RS curriculum includes a strand of personal knowledge, providing regular opportunities for pupils to reflect on and discuss what they have learned and how it relates to their own opinions, feelings, lives and cultures.
- Opportunities to learn about and discuss ethics and values feature across the RS curriculum from KS3 to A Level, and discussions always encourage as well as enable pupils to reflect on right and wrong and consider what this might mean for their own decision-making.
- Religious Studies lessons include plenty of discussion, which, given the demographic of the school, provides pupils with the opportunity to gain skills and experience in engaging with others who have different religious and/or ethnic backgrounds, as well as learning the importance of mutual respect, tolerance and individual liberty. RS trips, visits and speakers enrich these opportunities also, giving pupils the chance to engage with those from diverse socio-economic backgrounds also.
- Religious Studies gives all pupils the opportunity to learn about diverse cultures, appreciating the diversity within and between worldviews as well as how and why worldviews are expressed in creative ways, including through the Arts, literature and Media.

The Contribution of Art

Art contributes to our pupils' SMSC development in a number of different ways:

- Art, Textiles and Photography lessons develop pupil's awareness and understanding of the effect and impact Art has on our daily lives and interests. Allowing us to develop and respect the individual's creativity and imagination.
- Art reflects differences in people's viewpoints, ideas and ideology.
- Art is used to convey ideas, messages and narratives allowing pupils to explore their own ways of working through a creative outlet.
- In Art, Textiles and Photography, pupils are encouraged to look at a diverse range of artists, designers and photographers and are encouraged to explore the meaning of their work through society, culture and religion exploring values and experiences through imagery.

The Contribution of Food and Nutrition

Food and Nutrition contributes to our pupils' SMSC development through:

- Providing them with the opportunity to examine cultural differences in food and diets.
- Reflecting on the social issues around food such as the economy (inflation, cost of food, use of food banks), the food industry (ultra processed foods) and current trends.
- Acknowledging government guidelines for health and dietary requirements through the teaching of the Eatwell Guide and 8 Tips to Healthy Eating. Delivering a rounded program of cookery lessons that inform promote knowledge both theoretical and skill based which allows our pupils to leave school knowing how to feed themselves well.
- Reflecting on the moral issues concerning global food production, sustainability, seasonality, food wastage, food availability, food affordability, food accessibility and food utilisation.

The Contribution of Music

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Leading pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers and opportunities for everyone in school to experience the joy of working together to create music in ensembles.

The Contribution of Physical Education

Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The Contribution of Psychology

Pupils' SMSC development is actively promoted through Psychology by:

- Moral development is addressed in Psychology when discussing ethical issues in Psychological research and the importance of integrity in science. We also reflect on issues of gender bias and cultural bias in Psychological research and the impact of socially sensitive research more broadly.
- Spiritual development is explored in relation to the concept of free-will and determinism and also when learning about humanism where concepts of self-actualisation, congruence and identity are covered.
- Psychology contributes to social development when students consider theories of social influence and social change. Students also engage in a project to investigate a figure (of their choice) who has resisted conformity at great personal cost.

The Contribution of PSHE/Citizenship

Pupils' SMSC development is actively promoted in PSHE and Citizenship by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised.
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities.
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- Appreciating diversity, understanding different viewpoints, collaboration for change

5. How the curriculum contributes to SMSC in the Prep School:

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular/integrated curriculum activities as well as specific PSHE, RE and Circle Time activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purpose fullness.

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. when listening to music, taking part in a forest school session and observing something new or changing, thinking and discussing caring for animals, pets or their families etc.

Moral Development

At Highfield Prep School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the golden rules, playground code and rules in their own and other cultures.
- Develop an ability to think through the consequences of their own and others' actions.
- Have an ability to make responsible and reasoned judgements.
- Ensure a commitment to personal values.
- Have respect for others' needs, interests and feelings, as well as their own.
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our School develops pupil moral development by:

- Providing a clear moral code, the golden rules, as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values- for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupil can express their views and practice moral decision making.
- Rewarding expressions of moral insights and good behaviour.
- Recognising and respecting codes and morals of the different cultures represented in the school and the wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their class the golden rules of the classroom and the school, we teach the pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through assemblies, circle time and PSHE lessons. We are interested in the development of the whole child and will endeavour to raise their self –esteem through praise, house points, stickers, feedback and other means that highlight both academic and social achievements.

Social Development

At Highfield Prep School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society.

Our School develops pupil social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- Encouraging pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities.
- Providing positive experiences to reinforce our values as a school community- for example, through assemblies, team building activities, residential experiences, school productions.

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- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for pupils to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment.

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language.
- Encouraging them to think about special event in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, Eco schools and school Council.

Beyond the Curriculum – Senior and Prep School

We deliver SMSC through a variety of ways beyond the curriculum including, but not exclusively: links with local charities; pupil leadership opportunities; Wellness Champions programme; form and whole school assemblies have a spiritual, moral, social or cultural theme; our extensive extra-curricular programme; school productions; participation in the Duke of Edinburgh Award Scheme.

Monitoring And Implementation Of The Policy

Provision for SMSC is monitored and reviewed by the SLT, teachers and pupils. Regular discussions are held at staff meetings. Staff share classroom work and practice. The implementation of this policy is the responsibility of all staff.

Version control

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Policy owner (SLT)	Senior Deputy
Policy owner (Proprietor)	Dame Francine Holroyd