



WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

**SMSC
POLICY**

Date agreed with Trustees	November 2023
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VISION

SMSC makes a unique and substantial contribution towards the School’s aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society. This policy was developed in response to national guidance OFSTED, taking into account the critical role SMSC has to play in ensuring young people know how to be safe. The WGSG school values reflect the importance of SMSC to the development of your young people:

- Respect and resilience
- Equality
- Achievement
- Community
- Honesty and integrity

AIMS

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural throughout the life of the school. For a full definition of each theme see appendix 1.

Our aims for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people’s faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Our aim for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Our aim for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Our aim for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

OBJECTIVES

To deliver an interesting, enjoyable and thought provoking programme, through tutorial times for some activities as well as assemblies with outside speakers.

To identify opportunities through the wider curriculum and to organise activities for students to participate in school and community based projects.

To collapse timetables for whole year group drop down mornings, where appropriate, to enhance PSHE/ SMCS understanding.

Overall these objectives will provide a full and comprehensive programme of PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

Clearly in all the above, the ethos and climate of the school makes an important contribution and reflects our values and aims. In all the above we believe that the following also play an important contribution:

- The pastoral system
- The emphasis on student care
- The student council
- The BFL policy including the system of rewards
- The contact book
- The anti-bullying policy
- The extra -curricular activities and clubs at lunchtime and after school
- The range of teaching and learning styles

In terms of Learning Experiences, as a school we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values
- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

REVIEWING AND MONITORING

In relation to our work an audit of practice has been undertaken. The provision of Spiritual, Moral and Cultural development is monitored by the Senior Leadership Team, together with Heads of Department and Heads of Year. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

This policy should be read in conjunction with other school policies:

Equal Opportunities

SEND

Safeguarding & Child protection

PSHE & Citizenship schemes of work.

APPENDIX 1

Spiritual Development

The school, incorporating the Ofsted definitions below, link a meaningful and coherent programme of delivery underpinned by its caring ethos.

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multiracial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the community at WGSG, students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement.

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided

by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At WGSG, pupils discover and develop their aesthetic, creative, intellectual and physical skills. Students should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.