



SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) POLICY

RGS The Grange
September 2024

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Spiritual, Moral, Social, Cultural (SMSC) POLICY

Rationale

At RGS the Grange we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world.

Mission Statement

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of RGS The Grange, valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The school strives to build a community, which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they promote.

Equality, Diversity & Inclusion

At RGS The Grange, the fundamental goal when promoting equality is to raise awareness and make sure that all individuals – children and staff are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race. Diversity within our school is about embracing our unique identities. This is not only about what we can see on the outside but the core of who we are and what makes us unique.

To promote Equality, Diversity and Inclusion in our classrooms at RGS The Grange, we:

- challenge negative attitudes amongst students
- avoid stereotypes in curricular resources and examples
- set clear rules regarding how people treat each other
- treat all children and staff equally and fairly
- create an all-inclusive environment for children and staff
- actively use resources that have multicultural theme
- work to promote multiculturalism in the classroom
- create lessons that reflect and promote diversity in the classroom.
- ensure that all children have equal access to participation and opportunities.
- use a variety of assessment methods.
- use a range of teaching methods.
- ensure that all procedures and policies are non-discriminatory.
- ensure that classroom materials do not discriminate against anyone and are accessible to all even if this means adapting to audio, large print, coloured overlays, or keyboard.

Support measures in place:

- celebration of diversity in our PSHE, RS and SMSC curriculum
- celebration of diversity through our assemblies
- neurodiversity assembly
- Intervention groups to support children with differing needs, Flourish and Fly etc
- links within our local community – Worcester community Trust, Local Schools
- links with diverse communities e.g Ghana
- guest visits from parents and the wider school community etc to share their diverse culture, religion and to talk about topics that explores equality and diversity.
- the creation of a 'Change' group – children who will ensure action and will express their views to establish inclusion and to the celebration of diversity within our school
- we now have a gender-neutral uniform policy
- children are given equal opportunities in sports activities
- the use of a variety of assessment methods.
- the use of a range of teaching methods.
- lessons that reflect and promote diversity in the classroom e.g stories, discussions and debates
- resources that have multicultural themes
- resources that include diverse images
- children have equal access to participation and opportunities and adjustments are made in line with their needs
- themed weeks
- foods from the world
- the teaching of French & Spanish and the celebration of different languages
- utilising appropriate current news events
- discussion of items that come from abroad

Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Objectives

At RGS The Grange the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum, which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious studies to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

In practice at RGS The Grange this is delivered through:

- A Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- A comprehensive PSHE and Citizenship as well as an Assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
- A pupil support structure that is focused on learning and providing appropriate advice and guidance for pupils as well as opportunities to explore pathways of development;
- Educational enrichment trips, creative partnerships and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards system developing pupils' self-esteem through the spoken word, House Points, stickers, Celebrating Success Assemblies, letters home and recognition at all levels.
- Displays of pupils' work bring a sense of pride in the work children produce and therefore a sense of expressing the talents of the individual.
- The use of School Council to involve pupils in the life of the school.
- PSHE and Citizenship programme for children in Reception to Year 6.

- **Year Six Leadership Roles**

Year Six pupils take on a leadership role as part of their final year responsibilities. Each role has its own specific criteria. These roles include:

- Librarians
- Eco Ambassadors
- STEAM Ambassadors
- Language Ambassadors
- Music Ambassadors
- School Council Representatives
- Digital Leaders/Lego Leaders
- Prep Pastoral Leaders
- Sports/Playground Leaders
- Drama Ambassadors
- Art Ambassadors
- Pre-Prep Buddies
- Charity & Global Citizens

Moral Development

Aim

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of inappropriate behaviours.

Objectives of the code of conduct are to promote the concept of excellent behaviour by being: -

- Kind and considerate
- Helpful to others and listening to what they have to say
- Quiet around the school holding appropriate conversations
- Committed to school and classroom rules.
- Committed to a healthy, safe and environmentally friendly school

- Committed to looking neat, clean and tidy with a pride in the school uniform
- Equipped and ready for learning

In practice, at RGS The Grange, this is delivered through:

- Clear models of good behaviour from staff and senior pupils and reinforcement of school and classroom rules both inside and outside of lessons
- Themed PSHE and Citizenship/form time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- PSHE and Citizenship programme for children in Reception to Year 6.
- Assembly themes on moral issues, developed and reinforced during form time.
- Fundraising activities for nominated charities, in addition to national charity events give the opportunity for discussion on the importance of helping those in need in the local community as well as in the wider world. Examples of charities supported are Worcester's Foodbank, The Maggs Day Centre and The Worcester Snoezelen.
- The use of pupils in teams across the school: Student Council; Prefect Team; Sports Teams; House Teams; Star Search Team; Charity Teams; and other clubs and societies detailed in our school calendars.
- Supervised and filtered access to the Internet together with a yearly program focused on the dangers of the Internet and related issues.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during any lesson across the school and demonstrates the flexibility of our teaching programme.

Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Pupils will be encouraged to:

- Maintain and develop relationships within the school working successfully with other pupils and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family members, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

In practice, at RGS The Grange, we provide opportunities for pupils to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- The use of pupils in teams across the school: Student council; Prefect team; Sports teams; House teams; Star Search Team; Charity teams; and other clubs and societies detailed in our school calendars.
- Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- PSHE and Citizenship programme for children in Reception to Year 6.

Cultural Development

Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In practice, at RGS The Grange, we encourage:

- Educational visits at home and abroad (in Year 6) to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – in order to better understand other cultures and ways of life.
- Visiting artists, musicians, actors and authors as well as other leading professionals from a wide range of cultures.
- An RS programme which clearly has a focus to foster links and develop understanding of different cultures and their impact on our daily lives.
- PSHE and Citizenship programme for children in Reception to Year 6.
- MFL/Cultural/Sport visits to other countries such as France and Switzerland
- Collective worship and assemblies that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services, such as annual Remembrance and Carol Services at Worcester Cathedral and celebrations of Easter and other religious festivals: Diwali, Hanukkah, etc.
- Access to the Internet in order to explore cultures and activities as extension learning

Role of Senior Leadership Team and Heads of Subjects

- To undertake audits and observations of teachers to ensure that they include SMSC in their planning and teaching provision.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus, e.g. Anti-Bullying week in November
- To display (photographs and programmes) to record the school's support for S.M.S.C.
- To encourage staff and pupils to be involved in enrichment activities, which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

Through classroom discussions and our embedded 'Learning Characteristics' (Buzz Words), RGS The Grange will give the children opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work cooperatively and collaboratively

RGS The Grange use practical activities to develop SMSC e.g.:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately within the school community
- Taking responsibility e.g. School Council, Prefects, delivering messages and looking after younger children or peers
- Encouraging teamwork in PE and Games
- Showing appreciation of the performances of other children regardless of ability
- Hearing music from different cultures and genres
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Studying literature and art from different culture (English Units, World Book Day and Poetry Declamation Competition)
- Participating in traditional and cultural dances
- Opportunities to evaluate food from other countries
- Opportunities in Music to learn songs from different cultures

Links with the wider community

- Visitors are welcomed into our school (visiting artists, workshops leaders, speakers, parents and grandparents))
- Links with local churches are fostered (Claines Church, Worcester Cathedral)
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school will support the work of a variety of local and national charities (Jeans for Genes, Children in Need, Red Nose Day, Worcester's Food Bank, The Maggs Day Centre, The Worcester Snoezelen, Place2Be)

- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with our Senior School (RGSW) to support the primary curriculum

Monitoring and evaluation

SMSC is monitored and reviewed on a regular basis. RGS The Grange uses SMSC Gridmaker, an online facility, which captures our SMSC provision throughout the school. Not only does the Gridmaker provide a comprehensive audit of our SMSC provision, it also highlights any gaps in provision as well as highlighting training needs for staff. In addition to the SMSC Gridmaker, SMSC is monitored by:

- Teachers demonstrating SMSC links in their planning
- Monitoring of teaching and learning and work scrutiny by the Senior Leadership Team and Heads of Subjects
- Regular discussions at Senior Leadership/Management and staff meetings
- Review of policies and medium term plans, including the school's approach to collective worship
- Reporting to parents on pupil's 'Attitudes to Learning' and 'Personal Development'

The Key Features of SMSC at RGS The Grange

see below



RGS The Grange



Add Project/Activity



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SMSC

British Values

PSHE

Relationship Education

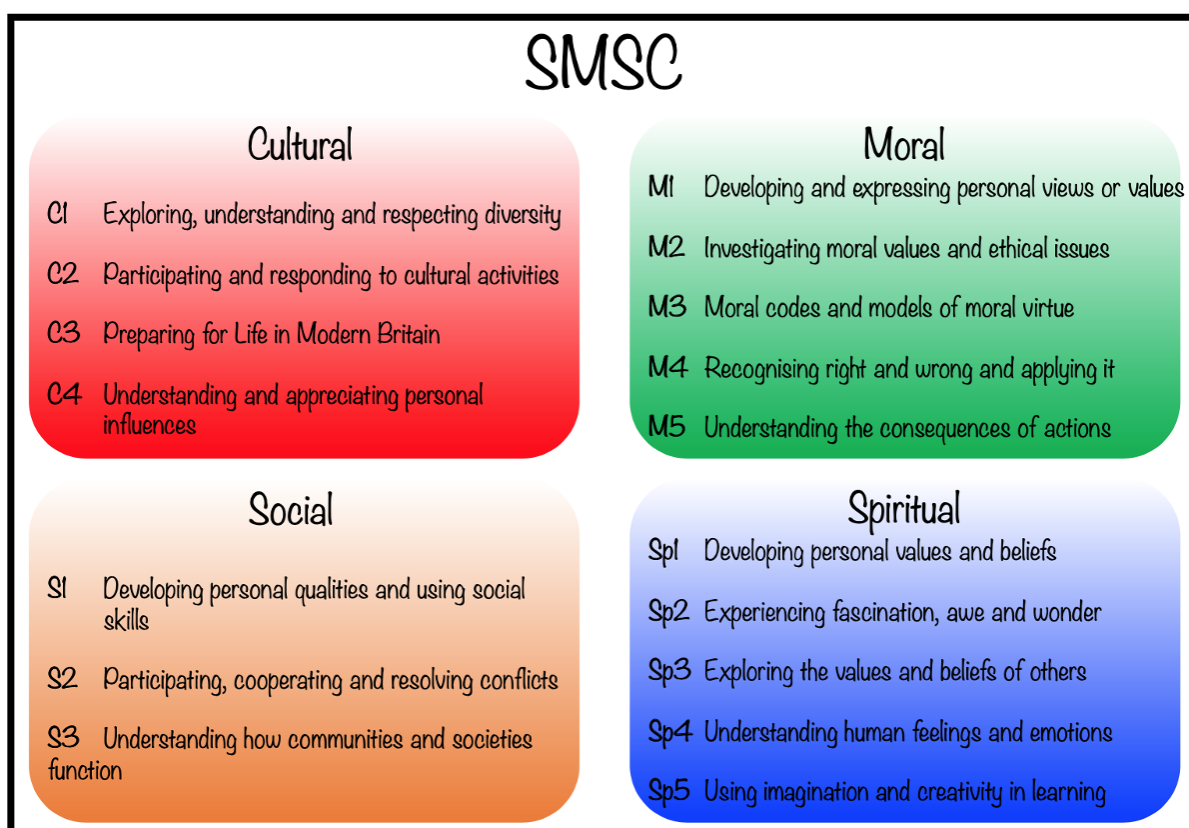
Physical Health & Mental Wellbeing

Other Criteria

	CULTURAL Exploring, understanding and respecting diversity	CULTURAL Participating and responding to diverse experiences	CULTURAL Preparing for life in a global context	CULTURAL Understanding and appreciating personal identity
After School Clubs				
Assemblies				
Class Projects				
Competitions				
Homework Project				
Lessons				
Parent Association				
Play & Performances				
School initiative				
Sports Events				
Self-Reflection				
Themed Days/Weeks				
Trips & Excursions				
	MORAL Developing and expressing personal values or values	MORAL Investigating moral values and ethical issues	MORAL Moral rules and models of moral behaviour	MORAL Recognising right and wrong and resolving it
After School Clubs				
Assemblies				
Class Projects				
Competitions				
Homework Project				
Lessons				
Parent Association				
Play & Performances				
School initiative				
Sports Events				
Self-Reflection				
Themed Days/Weeks				
Trips & Excursions				
	MORAL Understanding the development of morality	SOCIAL Developing personal qualities and using social skills	SOCIAL Participating, responding and negotiating issues	SOCIAL Understanding how communities and societies work
After School Clubs				
Assemblies				
Class Projects				
Competitions				
Homework Project				
Lessons				
Parent Association				
Play & Performances				
School initiative				
Sports Events				
Self-Reflection				
Themed Days/Weeks				
Trips & Excursions				
	SPIRITUAL Developing personal values and beliefs	SPIRITUAL Experiencing inspiration and awe	SPIRITUAL Exploring the values and beliefs of others	SPIRITUAL Understanding human nature and emotions
After School Clubs				
Assemblies				
Class Projects				
Competitions				
Homework Project				
Lessons				
Parent Association				
Play & Performances				
School initiative				
Sports Events				
Self-Reflection				
Themed Days/Weeks				
Trips & Excursions				
	SPIRITUAL Using imagination and creativity in learning			
After School Clubs				
Assemblies				
Class Projects				
Competitions				
Homework Project				
Lessons				
Parent Association				
Play & Performances				
School initiative				
Sports Events				
Self-Reflection				
Themed Days/Weeks				
Trips & Excursions				



More information:
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SMSC is recorded on our Weekly Plans and through our extra-curricular programme. The SMSC Gridmaker is also utilised by staff to regularly record SMSC at RGS The Grange. This is monitored and audited by Wendy Wreghitt and Maz Egginton.

Sponsor: Headmaster

Reviewed: August 2016
June 2017
August 2018
August 2020 W. Wreghitt
August 2021 W. Wreghitt/ M Egginton

Coordinator: W Wreghitt/M Egginton

Reviewed: June 2022

Review: July 2023

Endorsed in August 2017 by Chairman of Governing Body
Re-endorsed in August 2018 by Chairman of Governing Body

