



Ripon Grammar School

SMSC – Provision

Social, Moral, Spiritual, Cultural (SMSC), Policy

1. Policy

We aim to create a stimulating, caring and rewarding school environment where every student is valued and supported to ensure they fulfill their potential, where they are happy and where they feel encouraged to achieve their best.

2. Procedure

At Ripon Grammar School, we recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behavior including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subjects and wider curriculum.

All curriculum areas make a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be encouraged to consider alternative views.

All adults will model and promote socially responsible behaviour, valuing all people as individuals and showing respect for pupils, their families and stakeholders. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and accept their responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour. All curriculum

areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning of learning and resources used.

3. General aims

3.1 We aim to ensure:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities and how to exercise them
- That through classroom activities and dialogue in the wider curriculum, we will give the children opportunities to:
 - Share their achievements and successes with others.
 - Talk about personal experiences and feelings.
 - Express and clarify their individual ideas and beliefs.
 - Speak about difficult events, e.g. bullying, death etc.
 - 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.

4. All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Develop 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 ideas and equipment, whilst providing peers the opportunity to contribute.
- Work co-operatively and collaboratively.

4.1 British values are incorporated into the school curriculum through the delivery of SMSC.

Fundamental British values are:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

5. How do students display their Spiritual, Moral, Social and Cultural Development?

5.1 The spiritual Development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

5.2 The moral development of pupils is shown by their:

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

5.3 The social development of pupils is shown by their:

- 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

5.4 The cultural development of pupils is shown by 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity,

as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

6. Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging children to behave appropriately at meal times.
- Taking responsibility e.g. peer mentors, prefects, form captains, form prefects, cloakroom monitors, school council membership, mock elections, organizing charity events, sports team captains.
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other children regardless of ability.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances e.g. drama, music, assemblies.
- Effective research on a variety of issues e.g. EPQ, library research.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, and national celebrations.
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Studying the contributions to society that certain famous, historical and influential people have made.

7. Links with the wider community

- Visitors are welcomed into our school.
- The school will support the work of a variety of charities.
- Support of the Old Riponians/ Parents Association.
- The development of strong home-school communication routes 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 local primary schools to support the primary curriculum e.g. sciences, design technology.

8. Responsibilities

Monitoring, review and evaluate the provision for SMSC will take place on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work review by SLT / head teacher/ governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the school's approach to collective reflection.
- We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfilment in life.

This policy ensures that all students at Ripon Grammar School have the opportunity to develop socially, morally, spiritually and culturally to become citizens who contribute effectively to the community of which they are a part.

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Deputy Head

Chair of Governors, Curriculum Committee

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