



Marshland
HIGH SCHOOL

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

Reviewed by:	Governing Body
Approved:	December 2024
Review Date:	December 2025

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1. Introduction

This policy is carried out within the context and spirit of the school’s vision and core values. It supports and reinforces the aims of Marshland High School, valuing all students equally, and as individuals. All staff work together to create a happy, challenging and caring environment where there are the opportunities and encouragement to develop each student 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 espouse.

2. Spiritual Development

2.1 Aim

This area relates to the beliefs, feelings and emotions through which students acquire 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.

2.2 Objectives

At Marshland High School students 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;
- Allow them to express themselves in a variety of ways and give time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions, as well as encouraging empathy in relationships with others;

In practice at Marshland High School, this is delivered through:

1. A Religious Studies programme which develops self-esteem, knowledge and the ability to reflect on, and develop, individuals' own spiritual values;
2. A PSHCE programme for all years which includes opportunities for themed discussion, reading (fiction and non-fiction) and retrieval practice to encourage learning and develop an awareness of core values and incorporating Citizenship and British Values;
3. An assembly programme that addresses the spiritual aspect of quiet and reflection, in particular using past and present role models from the world and encouraging community participation;
4. A student support structure that is focused on learning and providing appropriate information, advice and guidance for students, as well as opportunities to explore pathways of development;
5. Educational enrichment trips, creative partnerships and visiting speakers to provide students with a range of experiences and to promote a sense of awe and wonder about the world;
6. A reflective approach to learning with formative assessment techniques; students have ownership and understanding of where they are, where they need to get to, and how they are to do it;
7. A rewards system that develops student self-esteem through certificates, reward points and badges, small prizes, recognition in assemblies, awards, contact home and celebration events;
8. Displays of student work to bring a sense of pride and therefore a sense of expressing the talents of the individual;
9. The use of School Council to involve students in the life of the school.
10. A Character and Culture programme delivered through tutor and curriculum time.

3. Moral Development

3.1 Aim

Moral development refers to students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a Behaviour Policy that promotes a supportive approach to the management of challenging behaviour. Where appropriate the school uses a restorative approach to resolve incidents of poor behaviour.

3.2 Objectives

The objectives of the Behaviour Policy are to promote excellent behaviour:

- be kind and considerate
- helpful to others and listening to what they have to say
- committed to school and classroom rules
- committed to looking neat, clean and tidy with a pride in the uniform and the school environment

- equipped and ready for learning
- to understand the school's core values
- to understand of British Values

In practice at Marshland High School this is delivered through:

- Clear models of good behaviour from staff and reinforcement of school and classroom rules both inside and outside of lessons;
- A Pastoral Team and supporting structure used by all staff that is focused on conflict resolution and restorative justice;
- A tutor programme and, where appropriate, discussions across the school community about moral issues from the start of the day in tutor time and across all lessons;
- Shared literacy texts in tutor year groups with a focus on wider understanding of moral situations;
- A PSHCE programme for Years 7-11;
- Assemblies about moral issues, the school's core values and British Values, which are reinforced during tutor time;
- Fundraising and other support activities for nominated charities, in addition to national charity events which give rise to discussion around morality;
- Student participation in teams across school, the Student Council, Prefects and Sports Ambassadors, Subject Leaders;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet, social media and related issues;
- In addition to existing programmes of study, current local, national and global incidents give an opportunity for teaching about morality and behaviour during school Super Learning Days.

4. Social Development

4.1 Aim

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

4.2 Objectives

Students will be encouraged to:

- Maintain and develop relationships within the school and to work successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning including Super Learning Days focusing on first aid, mental health and personal development;

- Gain an understanding of society through their family and carers, the school, and local and wider communities;
- Actively participate in both the school community, House challenges, and the community outside of school.

In practice at Marshland High School we provide opportunities for students to:

- Interact with all staff in school and with external partners and stakeholders in an appropriate manner;
- Participate in teams across the school, such as: Student Council, Prefect Team, sports teams, subject leadership opportunities, and other clubs and societies detailed in our enrichment opportunities;
- Become Elected School Council representatives to feedback views, ideas and concerns to tutor groups and to the Senior Leadership Team;
- Experience and develop skills in speaking, listening and key reflective work through teacher interaction and support;
- Participate in PSHCE and the Character and Culture tutor programme through Years 7-11 and the scheduled Character and Culture curriculum through Years 7-9;
- Experience excellent Information, Advice and Guidance (IAG) in school through pastoral and career advice with tutors and teachers throughout the year. Subject specific advice is given at certain milestones in a student's life at the school. Work experience is completed in Year 10;
- Participate in the wider community through working with local charities, volunteering through the Duke of Edinburgh Award Scheme, and visiting developing countries through Camps International overseas aid visits.

5. Cultural Development

5.1 Aim

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

5.2 Objectives

The students 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, drama, sport and other media;

- Broaden, develop and enrich interests and insights through interaction with opportunities within school and the wider community.

In practice at Marshland High School we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life;
- Educational visits to places of interest such as museums, historical sites, galleries, theatres, and other educational establishments including colleges and universities in order to better understand other cultures and ways of life;
- Participation in the PSHCE programme for Years 7-11;
- Overseas visits led by Modern Foreign Language/Humanities/PE/Maths/Drama departments to countries such as France, Spain, USA and Japan;
- Remembrance assemblies and activities including a whole school two-minute silence;
- Range of assemblies exploring different cultures, religions and beliefs;
- Access to the internet to explore cultures and activities as extension learning.

6. Role of Senior Leaders and Key Staff

- To promote and facilitate enrichment events in school.
- To organise themes as the weekly focus in the assembly programme.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To oversee a database of student involvement both inside and outside school.
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

7. Expectations of stakeholders

All stakeholders are expected to support and be engaged in the implementation of this policy through every contact they have. This includes in tutor time, assemblies and in the course of daily interactions (including with each other), inside and outside classrooms to promote and celebrate the equality and diversity of the school community.