



High March

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Person responsible for latest revision:	Miss E Green & Miss S Walker
Page number of any significant changes in latest revision:	Appendix
Date of next review:	November 2024
ISI Reference	5

This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites

www.highmarch.co.uk

<https://www.gov.uk/government/organisations/department-for-education>

<https://gridmaker.net/serendipity>

High March

Spiritual, Moral, Social and Cultural Policy

Persons Responsible for SMSC:

Upper School – Miss E Green - Assistant Head Mental Health and Wellbeing & Miss S Walker - Head of Upper School, Deputy Head (Pastoral)

Junior House – Mrs M Honiball Head of Junior House

All staff contribute to the spiritual, moral, social and cultural wellbeing of the pupils.

Introduction

The School recognises that the SMSC education of children is multi-disciplinary, relating to many subjects and an integral aspect of our pupils' daily experience at school. Through the ethos, curriculum, co-curricular activities and the way in which daily life and interpersonal relationships are conducted, High March promotes principles which are designed to enable pupils to make significant personal development during their time in School. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and become responsible citizens. We see our role in developing their self-knowledge, self-esteem and self-confidence as vitally important.

The School values of 'kindness and friendship are based on mutual respect and an overriding sense of community in which all pupils look out for each other, and the older pupils are particularly solicitous of the younger ones. The School seeks to develop the pupils' strong sense of belonging within the form, year, houses and School. Participation in team activities, residential visits and school productions is encouraged and celebrated in the School newsletters, magazines, on the website and at assemblies. Service within the School and the wider community is especially valued.

Whilst High March does have specific aims regarding SMSC, this policy should be read in conjunction with other related policies and School documents, all of which are listed at the end of this document.

Aims

Our overall aims in SMSC provision are to actively:

- Help our pupils to develop into self-assured confident and happy young people who are accepting of themselves as unique individuals
- Enable our pupils to distinguish right from wrong and respect the civil and criminal laws of England

- Promote an appreciation amongst our pupils that the rule of law protects individuals and is essential for their wellbeing and safety
- Encourage our pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the School and the wider society
- Assist our pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England at levels appropriate to their age
- Encourage mutual respect for other people, paying particular regard to protected characteristics as set out in the Equality Act 2010
- Assist pupils' understanding that the freedom to choose and hold different faiths and beliefs is protected in law and that those having different faiths or beliefs from oneself should be respected and accepted
- Promote tolerance of and harmony between different cultural traditions, amongst pupils and the wider society by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Show respect and consideration for others and value of diversity
- Promote/Ensure acceptance that people having different faiths or beliefs to oneself (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- Develop our pupils' understanding of the importance of identifying and combatting unfair or illegal discrimination
- Enable our pupils to understand and apply British Values to their lives, both in School and the wider community
- Ensure pupils value the Fundamental British values of democracy and assist our pupils to understand what democracy means and how democracy works in England
- Ensure our pupils are offered a balanced presentation of views if any discussion of political issues take place

Teachers are sensitive to the needs of the pupils in their care and take care to reflect the nature of the world we live in by offering balance in the discussion of different opinions, for example concerning political matters in curricular and co-curricular activities. Teaching staff will use their discretion in these matters and remain in line with the School policies at all times. A balance of views must be represented. Teachers will present material covered in a detached, objective and unbiased manner and always within the law (including the Equality Act 2010) and the Government's non-statutory guidance on political impartiality in schools February 2022 The guidance (and separate note [What you need to know about political impartiality in schools](#)) summarises the legal duties as requiring schools:

- not to promote partisan political views in teaching; and
- to offer a balanced presentation of opposing views when political issues are brought to the attention of pupils

The School pays regard to the Prevent Duty Guidance 2015 as updated October 2022 and its statutory obligations outlined in the School's Child Protection and Safeguarding Policy and ICT Security Policy. All staff are required to have due regard to the need to prevent children and adults from being drawn into terrorism and to prevent radicalisation and extremism. Any concerns should be reported to the Designated Safeguarding Lead and person responsible for the 'Prevent Duty', Mrs Amanda Dale. In her absence, concerns should be reported to either of the Deputy Designated Safeguarding Leads (Mrs Michelle Honiball at Junior House or Miss Sharon Walker at Upper School) or to the Headmistress.

The Prevent Duty

The School also has regard to the guidance in the following documents:

- Prevent Duty Statutory Guidance: for England and Wales under s29 Counter Terrorism and Security Act 2015 as updated October 2023. https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf
- Prevent is supplemented by non-statutory advice and a briefing note:
- The use of social media for on-line radicalisation (July 2015)
- Any other relevant guidance issued by the Secretary of State.

All staff are required to have due regard to the need to prevent children and adults from being drawn into terrorism and to prevent radicalisation and extremism. This part of our Policy should be read in conjunction with our Child Protection and Safeguarding Policy and our ICT Security Policy. All staff should be vigilant and alert to pupils attempting to access online and via "apps" material that could be used in an attempt to radicalise children.

We have no place for extremist views of any kind at High March. Our pupils see High March as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this. As a school we recognise that extremism and exposure to extremist views can lead to poor outcomes for children and hence should be treated as a safeguarding concern. High March staff will challenge extremist views in order to protect our pupils.

Prior to external visitors, who will have contact with pupils, coming into School the staff member who has booked the visit will complete a Visiting Speakers form and submit it in advance of the visit to the Headmistress, Head of Junior School and Head of Upper School and school administrative team. The administrative team will conduct a 'due diligence' online search prior to the visit and ID and DBS checks on the day of the visit.

We will consider and be alert to the risk of pupils who are vulnerable to being drawn into radicalisation. Any concerns should be reported to the Designated Safeguarding Lead and person responsible for the 'Prevent Duty', Mrs Amanda Dale. In her absence, concerns should be reported to the Deputy Designated Safeguarding Leads Mrs Kate Gater, Mrs Michelle Honiball at Junior House or Miss Sharon Walker at Upper School.

How we Define SMSC

Spiritual Development

We recognise that spiritual development is concerned with the spiritual dimension of human existence and is not confined to religious belief. It is to do with the search for purpose and meaning in life, the values by which to live and our uniqueness as an individual. It is therefore open to all. Spiritual development enables pupils:

- to reflect on the meaning and purpose of life
- to develop personal beliefs which may or may not include religious beliefs
- to recognise that people, base their lives upon personal and shared beliefs
- to look within themselves, at their relationships and at the wide world and to recognise their own worth and the worth of others
- to exercise intellectual curiosity, imagination, creativity
- to respond to feelings of awe and wonder
- to be inspired by nature and human achievement.

Opportunities for spiritual development are actively promoted by staff and experienced by pupils at High March in the following but not exhaustive ways:

- Creating an environment both indoors and outdoors, that is aesthetically pleasing, with a variety of interesting experiences and stimuli, which encourage the pupils to experience question and wonder about the world.
- Providing dedicated seating areas for quiet contemplation around the School site.
- Delivering a curriculum which enables pupils to reflect on the meaning and purpose of life; to share and discuss their belief systems; to look within themselves, at their relationships and at the wide world and to recognise their own worth and the worth of others; to exercise intellectual curiosity, imagination, creativity; and to be inspired by nature and human achievement.
- Ensuring assemblies have a spiritual dimension, offering times of silence, stillness and reflection. Prayers and acts of worship throughout the School are Christian based, but other spiritual views, religious beliefs and festivals are celebrated and respected.
- Demonstration of a spiritual approach to daily life by staff.
- Providing an assembly calendar that showcases matters of interest to the pupils and the wider community and regularly refers to events and experiences across the world.
- Enabling pupils to experience the shared celebration of achievements in and out of school in weekly celebration assemblies, School news and social media.
- Establishing regular mindfulness practices in form time.

Moral Development

We recognise moral development is concerned with the ability to make informed judgements about how to behave and act, to identify the reasons for such

behaviour, understand the principles of right and wrong and recognise that the concept of duty is required in order to live in a community.

Moral development enables pupils to:

- Take a thoughtful view of what is right and wrong
- Develop personal moral values and an ability to reflect upon personal values, attitudes and beliefs
- Develop self-esteem and self-confidence
- Understand the concept of community and how they can contribute positively in their local and wider communities
- Understand that rights are balanced by responsibilities
- Regulate their behaviour through principles rather than through reward or punishment
- Understand that actions have consequences
- Show sensitivity and respect towards other people, truth, justice, property and the law of the land
- Develop tolerance and respect for cultural traditions different to their own
- Grow into self-assured, confident, happy, positive girls with self-confidence
- Understand Pupils' place of their school in the world
- Consider and evaluate their own and others feelings in a range of situations
- Reflect upon personal values, attitudes and beliefs regarding themselves and others
- Understand how to contribute to school life and the wider community
- Recognise 'right and wrong' and develop their understanding of the impact their actions may have on others.
- Understand what the laws of England are, including civil and criminal law to an age-appropriate level.
- Show respect for the public institutions in England.
- Have an age appropriate ability to compare and contrast English law with the different requirements of various religious laws.
- Develop tolerance and respect for cultural traditions different to their own.

The School Behaviour Policy and Pastoral Care Policy is vital in developing the moral dimension at High March. All adults model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing respect for them and their families.

Opportunities for moral development are actively promoted by staff and experienced by pupils at High March in the following but not exhaustive ways:

- Creating clear and consistent School rules which are displayed, modelled and regularly referred to by staff in restorative conversations.
- Ensuring our pupil voice at the pupil led Pupil Council is taken seriously and pupils have a role in development of School rules.

- Encouraging pupils to take responsibility for their own actions, to show initiative and to forge an understanding of what it is to live in a community
- Clearly communicated incremental consequences and sanctions for poor behaviour.
- Embedding fundamental British values through the understanding and appreciation of democracy, respect for the Civil and Criminal Law of England and understanding of how public institutions work
- Delivering a curriculum that enables pupils to learn to differentiate between right and wrong, understand the position Parliament holds in society, how laws are made and justice administered and the foundations of human rights and responsibilities.
- Providing opportunities for pupils to experience the influence they can have on decision-making through democratic elections within School.
- Modelling and promotion of expected behaviour by all staff; treating all people as valuable individuals and showing respect for pupils and their families.

Social Development

We recognise social development concerns the ability to encourage pupils to relate effectively with others, to take responsibility, to show initiative and participate fully in the school community and the community at large and to develop an understanding of citizenship.

Social development enables pupils to:

- Develop social skills and to relate to others successfully,
- Recognise principles of equality and values of inclusion,
- Develop characteristics such as tolerance and respect,
- Develop skills of leadership, responsibility, co-operation, teamwork,
- Gain understanding of the ways in which societies function.

Opportunities for social development are actively promoted by staff and experienced by pupils at High March in the following but not exhaustive ways:

- Enabling positive interaction in the classroom to help pupils to relate to others successfully, as well as to work together in pairs and groups to achieve success.
- Delivering a curriculum that facilitates speaking and listening skills and collaboration in lessons.
- Embedding fundamental British values through the equality of opportunity.
- Recognising positive social interaction, specifically acts of friendship and kindness through the School rewards of house points, stickers, certificates and cups.
- Creating opportunities for co-curricular trips throughout the School which are designed to develop social skills and to encourage cooperation and teamwork.

- Establishing teamwork and the mutual support of each other through sport, musical ensembles and choirs, and drama productions.
- Developing opportunities for pupils to socialise at matches, festivals and tournaments across sport, the arts and academic areas with other schools.
- Providing support to those pupils who are experiencing difficulties socialising with others through the Playing and Learning to Socialise(PALS)programme, Fun and Friendship clubs and Girls on Board approach that everyone needs a friend.
- Enabling pupils and parents' access to School counselling services when necessary to support pupil socialisation and wellbeing.
- Offering a range of leadership roles across all ages and encourages them to take on increasingly demanding positions of responsibility (class monitors, class reps for the Eco and Food Committees, Pupil Council Representative and Prefects) which allow them to develop their social awareness.
- Providing job descriptions for positions of responsibility with a clear outline of duties and responsibilities and essential leadership qualities to demonstrate the value we place on pupil responsibilities.
- By appointing staff mentors to Year 6 prefects support them to fulfil their role and encouraging them to set targets for the tenure of their role.
- Providing opportunities for pupils to help and serve others through the School's wide ranging charitable work and volunteering at fundraising events. Head Girls, Charity prefects and House Captains all lead fundraising activities across the School to support both local and national charities.
- Establishing links within the local community so pupils may develop their understanding of social responsibility and citizenship.
- Staff seek to serve as positive role models to pupils in order to promote the ideals of empathy, mutual respect, tolerance and a spirit of harmony,

Social development requires staff to encourage pupils to relate effectively to others, to take responsibility, to participate fully in the school community and the community at large and to develop an understanding of citizenship. High March places a strong focus upon introducing pupils to the surrounding community and the world community in order to develop their social responsibility. There is a member of staff with responsibility for community liaison.

The pupils are supported in their development, as needed. There is a School Counsellor who is available to meet with girls if additional support is felt to be necessary. Counselling will only take place with the full agreement of the parents. Parents, staff and pupils have training opportunities within this area.

At High March we promote high standards of personal behaviour and a positive, caring attitude towards other people within the School and the wider community. Pupils who have displayed these qualities are often acknowledged with our 'Star of The Week' award during prayers. Each child is presented with a certificate and their photograph is displayed. Pupils at Junior House also take home a class bear to look

after for a period of time. There are also cups awarded for such things as helpfulness and friendship at Prize Giving. Displays across the School regularly promote and celebrate the value and impact of acts of kindness.

Helping and serving others is reinforced through the adoption of the NSPCC as the School's charity and the House system. As part of our pupil leadership programme Year 6 pupils are appointed Charity Prefects each year and they co-ordinate charitable fundraising activities for the NSPCC and other charities. The four Houses have each adopted a charity to support as the main one for their fund-raising efforts; for example, Rose House raise funds for World Vision, which supports the education of a child in Tanzania. In addition, House members are given the opportunity to support an additional charity each year. The House Captains organise fundraising events for these. This will often involve speakers being invited to address the girls in Prayers or by delivering Assemblies to the younger members of the School at both Junior House and Upper School in order to explain fundraising events and the charities involved. All pupils are encouraged to think of others less fortunate than themselves with activities such as the offering of groceries and fresh food at Harvest for the local elderly community. They also look beyond their immediate community, supporting national charitable events such as Children in Need.

At High March we want the children to develop an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The School does this within a firm Christian ethos and the promotion of British values. The development of such appreciation is reflected in the range of books in the library, assemblies and displays associated with different areas of the curriculum. The pupils also have the opportunity to study art, music, history and literature from different cultures as well as their own. They experience activities which celebrate British traditions, including English country dancing, festival days, the patron saints and national celebrations such as royal weddings, the Queen's Diamond Jubilee and the King's Coronation. They also mark days of remembrance such as Armistice Day within School or by taking part in events in the community. The common factors shared by different communities – such as customs, dress, traditions, food will be examined from both present day and historical perspectives, taking care to avoid cultural stereotyping. Staff nurture skills that enable pupils to interact confidently with those from cultures different to their own. High March provides numerous opportunities for pupils to visit places of interest as an introduction and stimulation to discussion of the cultural aspects of a subject. These enhance pupils' wider understanding of the impact of present and past cultures on their lives.

Pupil records on Engage contain information about the different cultural backgrounds of our pupils and the languages they use in the wider community. This allows us to invite parents into school to share their range of beliefs and cultural information. In these ways, we aim to promote tolerance and harmony between different cultural traditions.

In Junior House, Reception classes study topics such as 'People Who Help Us' and at Upper School an understanding of British values is covered in PSHE & Relationships

Education and other areas of the curriculum. In both parts of the School there are regular visits from Public Service groups such as the Fire Brigade, Police, Health professionals and church leaders, as well as community project representatives such as the council's recycling team, local library and charities.

Cultural Development

Cultural development is concerned with awareness of one's own cultural traditions and of cultural diversity on a local, national and global scale. The School encourages each pupil to be proud of their heritage and to respect and appreciate the diversity and richness of cultures and values different to their own.

Cultural development enables pupils to:

- Recognise, explore and understand their own cultural assumptions and values,
- Be aware of attitudes, values and traditions of other cultures,
- Understand how cultural attitudes and events have shaped their community,
- Appreciate and to celebrate cultural diversity in Britain, and how such differences have influenced individuals and society.

Opportunities for cultural development are actively promoted by staff and experienced by pupils at High March in the following but not exhaustive ways:

- Creating a firm Christian ethos and the promotion of British values across the School through a range of books, assemblies and displays. Celebrating British traditions, including English country dancing, festival days, the patron saints and national celebrations such as royal weddings, the Queen's Diamond Platinum Jubilee and the King's Coronation. Enabling pupils to experience community events which observe British traditions such as days of remembrance such as Armistice Day and Christmas and Easter services. Encouraging regular visits from Public Service groups such as the Fire Brigade, Police, Health professionals and church leaders, as well as community project representatives such as the council's recycling team, local library and charities.
- Providing opportunities to visit places of cultural significance both in Britain and abroad. Embracing and sharing the different cultural traditions of our pupils through displays, assemblies, visitors and workshops and class talks. Delivering a curriculum that includes a broad and rich diversity of cultural text, images and ideas.
- Using illustrations and examples drawn from as wide a range of cultural contexts as possible and this will be reflected in teachers' planning and purchasing decisions.
- Ensuring the use of correct terminology, positive images and literature which avoid stereotyping and hidden racism.
- Providing opportunities to study art, music, history and literature from different cultures as well as their own.
- Exploring the common factors shared by different communities – such as customs, dress, traditions, food from both present day and a historical perspective.
- Providing lunch menus which include a range for world foods and meet the needs of pupils from a variety of cultural traditions.

- Developing the vocabulary to enable pupils to interact confidently with those from cultures different to their own with respect.
- Ensuring a spirit of harmony and mutual respect exists between different cultural traditions within the School.

Fundamental British Values

High March actively promotes fundamental British values in the daily organisation of school life and in the way in which relationships are conducted. Visiting speakers will cover a range of views. Pupils will not be actively encouraged to support particular political viewpoints and staff remain impartial. In promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, High March will meet the requirements of the Education Act 2002 (section 78) and Independent School Standards (England) in ways appropriate to the age of the pupils. 'Picture News', a current affairs resource, is used with pupils - in PSHE lessons, Form Times and Assemblies. The resource has British values at its core and is bringing the world closer to the pupils' everyday lives. Picture News encourages exploration, discussion, challenge and inspires children to learn and engage with current affairs.

Monitoring and Evaluating SMSC

We regularly evaluate the quality and effectiveness of our SMSC provision and actively seek the views of all those involved within the School community. We achieve this through

- the monitoring of teaching and learning and work scrutiny
- the review of policies and Schemes of Work by Head of Departments
- discussion at staff and governors' meetings
- regular auditing of school activities, displays, resources and collective worship through 'Gridmaker'
- Collating of evidence in pupil work
- inclusion on SDP and Departmental Development Plans
- Discuss of topics such as 'rules' at the School Council

Gridmaker

Gridmaker is an online program, to which all staff have access. It is used to capture, analyse and share evidence of SMSC and British Values across the school. Activities and evidence are mapped and categorised and some photo/video evidence is also logged. This is reviewed regularly, and staff are signposted to add to it at regular intervals throughout the year. Using Gridmaker helps us to identify any gaps in provision and respond to the SMSC needs of everyone in our community.

Related Documents:

Spiritual, Moral, Social and Cultural development of pupils (SMSC) [Link](#)

Improving the spiritual, moral, social and cultural (SMSC) development of pupil's supplementary information. (www.gov.uk)

ISI Handbook for the Inspection of Schools, The Regulatory Requirements (September 2023)

Aims and Ethos Policy

Behaviour and Pastoral Care Policy

Child Protection and Safeguarding Policy

Curriculum, Teaching and Learning Policy

Display Policy

Equal Opportunities Policies

Inclusion Policy

PSHE and Relationships Policy

Staff Handbook

Subject Handbooks

Subject: Themed Days/Weeks

Group: 05 - Year 05

Title: African Drumming workshop

Description: Kwame taught the girls African drumming and percussion.



Date: 09/06/2023

Selected Criteria: CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning