

## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY**

### **Preparatory Department**

#### **Introduction**

This policy takes note of the government non-statutory guidance for Independent Schools: Independent School Standards, 2019, Improving the Spiritual, Moral, Social and Cultural Development of Pupils, September 2009; OFSTED School Inspection Handbook, 2019, Guidance to Inspectors, Improving the Spiritual, Moral, Social and Cultural Development of Pupils, November 2013, Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information, November 2014, Promoting fundamental British values through SMSC, 2014 and Political Impartiality in Schools February 2022.

#### **Aims**

The aim of spiritual, moral, social and cultural development at MHSG is to ensure that pupils:

- (i) develop their self-knowledge, self-esteem and self-confidence
- (ii) can distinguish right from wrong and respect the civil and criminal law
- (iii) 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 to society more widely have a broad general knowledge of public institutions and services in England
- (iv) acquire an appreciation of and respect for their own cultures in a way that promotes tolerance and harmony between different cultural traditions
- (v) actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, with particular regard to the protected characteristics set out in the Equality Act 2010

Manchester High School for Girls recognises, in its aims, the importance of the personal development of each individual pupil in addition to her academic progress and achievement. Learning programmes encourage:

- reflection on spiritual values and principles
- awareness of moral codes and conflicts
- appreciation of their own and different cultures
- participation in cultural experiences
- development of personal and social skills

The school recognises that its ethos, the example set by its staff and the opportunities for pupils to contribute to the school and community are as important as the taught curriculum in helping girls to become reflective, principled, tolerant, considerate and responsible members of society. Manchester High School for Girls was founded as a non-denominational school and has always welcomed girls of different cultural traditions and faiths, or none. We aim to be a community that thrives on diversity, allowing individuals to express beliefs in their own ways, open to all, yet fostering a sense of unity in belonging to one school community.

Emphasis is placed on creating a tolerant, harmonious and inclusive environment, consistent with the School's aim of drawing on the social, cultural and religious mix to enable girls to live and grow in an atmosphere of mutual respect.

Pupils celebrate their own spiritual beliefs within an equal opportunities context, but also learn about the beliefs of others. The intention is to promote multi-cultural understanding within the school and also to prepare pupils to play a positive and effective role in Britain's multi-cultural society. The range of cultures and faiths within the school is considered to be a strength of the school and also a unique opportunity for the enrichment of both pupils and staff.

All aspects of school life contribute to the development of a pupil's moral code and to her ability to make reasoned judgements on moral issues. These are embedded in the aims and values of the school. SMSC is taught through all subjects of the curriculum – most particularly through Religious Education (RE) and Personal, Social, Health Education (PSHE) lessons and assemblies.

### **Spiritual Development: Objectives**

**Spiritual development encourages pupils to explore beliefs and experience, respect values, discover themselves and the surrounding world, use imagination and creativity and reflect. In this way, pupils are provided with opportunities to extend their knowledge and understanding of, and personal insight into, a range of religious and spiritual beliefs, thereby increasing a pupil's awareness of how and why people's values differ.**

Pupils will be encouraged to value a non-materialistic dimension to life and to reflect on questions at the heart of human existence. Teaching styles will value pupil's questions, give them time to reflect on their own ideas and concerns and encourage imagination and creativity. Contributions to this aspect of spiritual education are made especially by the Religious Education curriculum and also through pupil participation in multi-cultural events, visits to sites of religious significance, assemblies and contributions by visiting speakers. (See Appendix – Assemblies and Audit)

### **In developing the spirituality of pupils, we help them to become aware of:**

- The human search for meaning and purpose of life which may lead to an understanding of one's personal faith/belief
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity

- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings
- The need to recognise the feelings and achievements of others

### **The Preparatory Department will promote spiritual development through:**

- Fostering high self-esteem and self-confidence by encouraging pupils to take risks or face challenges in their learning within a secure and positive environment to build resilience and independence
- Celebrate pupil achievement in displays around the school, in musical, dance and dramatic performances and in assemblies. Recognition of great human achievements is an important aspect
- Encourage pupils to identify and celebrate their strengths and achievements and set personal targets to make progress
- Demonstrating its appreciation for work of the pupil's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Allowing time for stillness and reflection
- Posing questions that encourage pupils to consider issues of meaning and purpose
- Developing the capacity for evaluative reasoning and critical thought by encouraging pupils to look beyond the surface
- Provide opportunities for girls to question their own values, attitudes and relationships. Discussion, debate and presentations to others will give pupils practice in articulating their feelings, values and opinions.
- Developing good listening skills in the pupils; the Preparatory Department will show that it is listening to the pupils through its response to issues raised
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where pupils have constructive and enjoyable interaction with others; it is important that they sometimes work with those pupils who they would not normally choose as partners
- Fostering emotional well-being by encouraging pupils to express their feelings and to have the ability to control their emotional behaviour, with cooperation and empathy
- Opportunities to work with and for others in charity fund-raising and in community work to develop a sense of self-worth outside the classroom

### **Moral Development: Objectives**

**Moral development encourages pupils to recognise right and wrong, act consistently with their beliefs, understand consequences, investigate moral and ethical issues and offer reasoned views. Pupils are taught to develop their own personal, moral code in line with British values.**

Staff are expected to set an example of high moral standards and of caring, concern and respect for others, to challenge views expressed when they conflict with British values, to preclude the promotion of

partisan political views in their teaching and, whenever possible, to give a balanced presentation of opposing views. Expectations of pupil behaviour are set out in a code of conduct, provided to pupils and parents. A framework of house points, reward systems promote good behaviour. There is a hierarchy of sanctions to deal with misbehaviour, with an emphasis on ensuring that pupils understand the consequences of their own and each other's actions. Assemblies are often based on moral themes. The PSHE curriculum provides learning activities to help pupils to develop their moral awareness, to consider their responsibilities within relationships and extend their knowledge of human rights.

**In developing the morality of pupils, we help them to:**

- Develop awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory
- Realise that to enjoy rights we have to accept responsibilities
- Develop an understanding of why rules are necessary
- Develop self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Have the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action
- Develop the skills necessary to explain their own behaviour
- Learn to value physical well-being, privacy, feelings, beliefs and rights of others

**The Preparatory Department will promote moral development by:**

- Ensuring that pupils accept proper authority and do as they are told
- Ensuring that pupils show respect to all adults in school e.g. teachers, teaching assistants, office staff, lunchtime supervisors and visiting adults
- Having a consensus of values that are stated clearly and owned by everyone, especially the pupils and involving the pupil in the evaluation of these
- Building up the self- esteem of the pupil
- Encouraging everyone within the school to behave in an acceptable way towards one another
- Training pupils in understanding the consequences of their actions

It is important that there is a consistency in the approach to this amongst the staff. Opportunities to promote moral development will be provided during the PSHE, PE and other areas where discussion of ethics takes place.

At our school, our moral code is underpinned by the belief in the values:

- Respecting property
- Discouraging malicious gossip
- Respecting others
- Being considerate and developing open and friendly relationships
- Honesty
- Supporting and celebrating with others

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

### **Social Development: Objectives**

**Social development encourages pupils to work together constructively in teams and to practise leadership skills; to experience challenging tasks requiring creative thinking; and, to begin to develop a broad circle of friends across different cultural groups. Pupils are encouraged to solve friendship issues through discussion and negotiation, with learning activities to help pupils develop the skills and understanding to assist in their own personal and social development and to acquire the knowledge required to be an effective citizen.**

**In developing the social skills of pupils, we help them to:**

- Develop the inter-personal skills and personal qualities necessary to work effectively with people from a range of social and cultural backgrounds, to build good relationships, to be able to resolve conflicts effectively and to show initiative and leadership
- Have the confidence to question instances of discrimination, injustice or bullying
- Contribute effectively to the school and to the wider community in a variety of social settings by taking part in discussion and decision-making forums
- Extend their knowledge about the rights, roles and duties of citizens, parents and workers
- Increase their understanding about public institutions and information systems, about economic and political principles and organisations in England

Pupils are encouraged to take responsibility for others, especially younger pupils. They develop awareness of the needs of wider society through charity fund-raising. Pupils are also encouraged to take leadership and team roles within the school community – as monitors, house captains and Council representatives (School, Eco and Creative); Teaching methodologies also encourage pupils to work with others and to appreciate different perspectives and approaches. Opportunities across the curriculum are clearly scheduled in RE lessons, Assemblies and the Creative Arts.

**The Preparatory Department will promote social development through:**

- 'House' system for rewards
- Rewards systems in classrooms e.g. table points, stickers, star of the day, golden time, Golden Girls, Merits
- Extra-curricular clubs in which pupils learn to socialise and work with other pupils
- Varied trips to promote wider interaction with the community
- Residential trips to foster independence and social cohesion with peers

- School Council to learn about democracy, listening skills and responsibility
- Eco Council to learn about the environment and what we can do to protect it
- Creative Council to develop creative skills, working towards the Artsmark Award
- School Sisters system to increase social interaction and understanding between younger and older pupils
- Monitors and positions of responsibility
- Rewards and sanctions policy to ensure that all pupils are treated fairly and equally
- Golden rules displayed in classrooms
- Pupil voice/interviews are completed in which pupils report their feelings of being safe and secure at school
- Anti-Bullying - anti-bullying week, regular assemblies
- Peer marking to promote a positive, supportive working environment
- E-Safety units covered every half term by all year groups
- KS2 Enrichment afternoon allows pupils to work in mixed year groups

### **Cultural Development: Objectives**

**Cultural development encourages pupils to appreciate cultural influences, participate in cultural opportunities and to understand, accept, respect and celebrate diversity. This allows pupils to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Pupils need to appreciate the distinctive features of their own culture and those of others.**

**In developing the cultural appreciation of pupils, we help them to:**

- Understand the origins, development and traditions of their own culture
- Develop an understanding about, other cultures represented in Britain and the wider world
- Appreciate how cultural diversity enriches the school and the wider community and to value this cultural diversity
- Show tolerance and appreciation of the beliefs, value and customs of different cultures
- Appreciate world culture in the arts, media, through the internet and foreign travel
- Function effectively in a multi-racial, multi-cultural society and to resist cultural discrimination and racism of any form
- Actively participate in artistic, sporting and cultural opportunities
- Uphold and actively promote fundamental British values

Pupils are provided with opportunities to learn about cultures represented within the school and to appreciate how a range of cultural traditions enriches the school and the wider community. Assemblies provide opportunities for cultural presentations. Pupils and parents are pro-active in supporting multi-cultural events.

It is important to remember that cultures are dynamic and are constantly being re-shaped. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths.

**The Preparatory Department will promote cultural development through:**

- A wide range of cultural opportunities within and beyond Greater Manchester, arranging visits to regional historical and religious sites, art galleries, museums and exhibitions
- Opportunities to attend concerts, plays and other cultural events
- Modern Language teaching which promotes cultural and linguistic awareness among the school community
- Increased awareness of the impact of racial discrimination, to ensure we create an environment free of racism and other areas of prejudice (Black Lives Matter)  
Opportunities to nurture the cultural development of the child in all creative areas including PSHE, RE, Music, Arts and collective worship.
- Participation and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Displays around school to celebrate cultural diversity and celebration days

## **Roles and responsibilities**

### **Teaching Staff**

- (i) Preclude the promotion of partisan political views in their teaching
- (ii) Take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils – while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views
- (iii) Actively promote fundamental British values and challenge opinions expressed that are contrary to these values
- (iv) Respect the rights of others and to respect those with different beliefs, in line with the protected characteristics under the Equality Act 2010
- (v) Act as a positive role model to help pupils develop high moral standards and a responsible attitude
- (vi) Develop supportive relationships with pupils
- (vii) Incorporate spiritual, moral, social and cultural development into programmes of work and learning activities, where appropriate
- (viii) Organise extra-curricular activities around spiritual, moral, cultural and social themes.

It is the responsibility of Senior Leadership Team and Prep Leadership Team and the Pastoral Team to contribute to the spiritual, moral, social and cultural development of girls through assembly presentations.

## **Monitoring and review**

This policy will be reviewed in accordance with the School's policy review system.

- (i) Preclude the promotion of partisan political views in the teaching of any subject.
- (ii) Take such steps as are reasonable and practicable to ensure that where political issues are brought to the attention of pupil they are offered in a balanced presentation of opposing views.

Updated by Sam Gibbons, October 2022

Reviewed and approved by the Governor Academic Development Committee November 2022.



## **Appendix A**

### **Preparatory Department Assembly Aims and Procedures**

#### **Aims**

Assemblies provide regular opportunities for collective reflection. They play an important role in the spiritual, moral, social and cultural development of the pupils. The aim is to promote a sharing of values, to foster a spirit of unity and community and to raise awareness of the beliefs, needs and rights of others. Assemblies are used to consider current moral and ethical issues and to stimulate the exploration of complex philosophical ideas. Assemblies are also a time to celebrate and to take pride in the achievements of individual pupils, teams of pupils and of the school as a whole through the formal presentation of awards and certificates. Participation by staff and pupils is encouraged, and individual pupils provide musical items as girls enter and leave the assembly hall. Due to COVID-19 restrictions, assemblies may be streamed into classrooms to maintain bubble groups and social distancing.

#### **Procedures**

Assemblies are held after morning registration.

	Monday	Tuesday	Wednesday	Thursday	Friday
Infants	Form Time	Mrs Gibbons' TFTW Assembly	Form Time	KS1/EYFS Teachers Rota	Golden Girls Assembly
Juniors	Mrs Gibbons' TFTW Assembly	Form Time	KS2 Teachers Rota	Mrs Jeys' Assembly	Celebration Assembly

Each week, our assembly focuses on exploring our Thought for the Week (TFTW), a thought-provoking quotation to analyse, considering the importance of this for our school community and to prepare for life in the future.

Teachers from each Key Stage undertake an assembly on a rota basis and cover a 'well-being' theme.

Special assemblies provide an opportunity for girls to describe their own religious beliefs and practices to other girls and so learn from each other. For example, the Harvest assembly is based on common themes, enabling the different religious and secular groups to contribute presentations to the rest of the school.

## Appendix B

### AUDIT OF SMSC IN THE PREPARATORY DEPARTMENT

SMSC stands for Spiritual, Moral, Social and Cultural development. All schools in England must show how well their pupils develop in SMSC.

#### How do we approach SMSC at MHSG?

As well as a rich and varied academic curriculum, pupils are continually encouraged to identify and celebrate elements within their education and wider lives that reflect the diverse, democratic country in which they live. We understand how important social, moral, spiritual and cultural values are during these formative years, therefore they are promoted through regular routines and lessons at school, as well as stand-alone events.

In the implementation of the SMSC Policy in the Preparatory Department we:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right and wrong and respect the civil and criminal law
- Encourage 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 in which the school is situated and to society more widely
- Provide pupils with a general knowledge of public institutions and services in England
- Assist pupils to require an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultures
- Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Preclude the promotion of partisan political views in the teaching of any subject
- Take such steps as are reasonable and practicable to ensure that where political issues are brought to the attention of pupil they are offered in a balanced presentation of opposing views

#### Routines across the Preparatory Department

##### Spiritual

**Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.**

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance, and literature
- Allowing time for stillness and reflection
- Posing questions that encourage children to consider issues of meaning and purpose
- Developing good listening skills in the children; the Preparatory Department will show that it is listening to the children through its response to issues raised
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface
- Poetry units covered in every year group

- Art lessons designed to promote imagination and creativity
- Awe and wonder promoted through Art, History, Science, Drama and Outdoor Learning lessons
- Annual AJIS Art competition to celebrate creativity
- Art exhibitions and displays to celebrate art work
- Artsmark application ongoing
- Creative Council initiative
- Emotional barometer/feelings boxes/areas in all classrooms
- My Happy Mind programme followed across the department
- Assemblies – look at the lives and example of inspirational figures from world religions – Central evidence record held
- PSHE lessons to learn about ourselves and others, in particular how to be tolerant and accepting of people's differences
- Reflections are encouraged throughout the curriculum
- 'Big Questions' are encouraged and discussed, for example in RE units and 'Thought for the Week'

## **Moral**

**Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.**

- Ensuring that children accept proper authority and do as they are told
- Ensuring that children show respect to all adults in school e.g. teachers, classroom assistants, office staff, lunchtime supervisors and visiting adults
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these for example, creating a class charter/class rules signed by all pupils at the start of the year
- Building up the self-esteem of the child
- Encouraging everyone within the school to behave in an acceptable way towards one another
- Training children in understanding the consequences of their actions
- Assemblies – often containing a moral message
- PSHE lessons cover a range of moral issues which are sensitively debated
- Small disputes between children are quickly dealt with and pupils are encouraged to reflect on the reasons for their falling out
- Curriculum work
- External speakers to share wider experiences and thought-provoking subjects
- Charity work – school and pupil-led to promote the importance of supporting people in our community
- Philosophy in which pupils debate and consider what is right and what is wrong (Year 6)

## **Social**

**Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.**

- 'House' system for rewards
- Rewards systems in classrooms e.g. table points, stickers, star of the day, golden time, Golden Girls, Merits
- Extra-curricular clubs in which pupils learn to socialise and work with pupils from other classes and year groups

- Varied trips to promote wider interaction with the community
- Residential trips to foster independence and social cohesion with peers
- School Council to learn about democracy, listening skills and responsibility
- Eco Council – application for Eco Schools Award in progress
- Diversity Council – to ensure all groups are represented fairly and equally
- School Sisters system to increase social interaction and understanding between younger and older children, and to encourage older pupils to set a positive example
- Prefects and positions of responsibility
- Rewards and sanctions policy to ensure that all pupils are treated fairly and equally
- Golden rules displayed in classrooms
- Pupil voice/interviews are completed in which pupils report their feelings of being safe and secure at school
- Anti-Bullying – we cover anti-bullying week each year and assemblies around this theme are regularly delivered
- Peer marking to promote a positive, supportive working environment
- Many opportunities for social interaction in the broad extra-curricular programme
- E-Safety units covered every half term by all year groups
- KS2 Enrichment afternoon allows pupils to work in mixed year groups

These opportunities appear across the curriculum although are clearly scheduled in RE lessons, Assemblies and the Creative Arts.

## **Cultural**

**Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.**

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular Art, RE, Literature and Music.
- Visits out of school and visitors to the school will support this teaching
- Children are encouraged to present their own individual or small-group presentations to year groups about particular cultural aspects of their lives such as celebrations from their family's country of origin
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Assemblies - coincide with religious festivals
- RE lessons – throughout the years, pupils learn about the deep significance of and the need to show respect for different religions' key festivals, beliefs and practices
- Cultural enrichment days – e.g. Chinese New Year
- Trips to religious buildings
- External visitors and speakers who allow pupils to share and be inspired by their varying cultural backgrounds
- Modern Foreign Languages – key cultural elements included in lessons, enabling pupils to understand the cultures of France and China, and promoting understanding and respect for difference
- KS2 Enrichment cultural activities
- National Events are celebrated, including royal occasions and memorial services
- Musical events are held and attended, both internally and externally
- History curriculum – e.g. Greeks/St Lucia
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Exposing children to Black Lives Matter to deepen their understanding and the impact on BAME

- Opportunities to nurture the cultural development of the child exist in all creative areas including PSHE, RE and collective worship.