



# HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

## Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Document Information	
Role of person completing review:	Assistant Headteacher
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## SMSC Policy

### Rationale:

At Hodge Hill Girls' School we believe that spiritual, moral, social and cultural education is fundamental to the whole educational experience. We strive to harness the diversity of faiths and beliefs within the school population in our consideration of spiritual and moral issues. We endeavour to convey to our pupil's principles and values which reinforce the difference between right and wrong, good and bad. The five British Values of Democracy, Rule of Law, Individual Liberty, Mutual respect and tolerance of those of different faiths and beliefs and equality of opportunity are central to the school's ethos. Alongside the promotion of the school's PRIDE values and development of positive character traits, virtues and civic values, we endeavour to ensure that all pupils can thrive and flourish in a safe, rights respecting learning community.

### Aims and Objectives.

- To provide wide-ranging opportunities for students to experience spiritual, moral, social, cultural development and develop positive physical, emotional and mental well-being.
- To ensure that fundamental British Values are at the heart of the school's work.
- To enable pupils to be thoughtful, rights respecting, caring, active citizens in school life and the wider community.
- To enable pupils to develop positive character traits, virtues and civic values so that they may thrive and flourish as responsible global citizens.

### Defining spiritual, moral, social and cultural development:

*As defined by Ofsted:*

#### **1. The spiritual development of pupils is shown by their:**

- ability to be reflective about their own 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.

#### **2. The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **3. The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to develop civic virtues and 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **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 those 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, musical, 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.

### **What does SMSC look like at Hodge Hill Girls' School?**

SMSC is delivered throughout the curriculum and supported through all aspects of school life both within and beyond the classroom. All departments in the school include SMSC when planning and developing schemes of work. Each week has a theme, and this theme is the focus of the assembly and target of the week. The themes are set to stimulate SMSC development. At timetabled slots throughout the year, pupils take part in enrichment days and activities such as 'Pastoral Days' 'Wellbeing Day' and 'Aspirations Day.' Alongside the pastoral provision and support in school, these days allow for many activities that develop SMSC. Outside visitors may also deliver one off lessons and events within a curriculum area or support whole school priorities regarding the development of SMSC.

### **Beyond the curriculum:**

There are further opportunities which contribute towards SMSC development in school;

School voice and pupil leadership opportunities e.g. Student Mentors, Health and Wellbeing Champions, School Council - Sports Leaders, House Leaders and House Captains, PSHCE Leaders, Arts Ambassadors, UNICEF Ambassadors, Enterprise Leaders, Character Education Ambassadors and Awards.

Charity links e.g. Charity calendar to fundraise or donate towards worthy causes such as Breast Cancer, Trident, Aston and Nechells food Bank, Comic Relief.

Links with other local primary and secondary schools.

Enrichment e.g. after school clubs including sporting activities and fixtures, inter-house competitions, curriculum enhancement opportunities and school events and productions.

Curriculum and enrichment trips.

The school has achieved the Association for Character Education Schools of Character Kitemark and the UNICEF UK Silver Rights Respecting Award. The school is now working towards the Schools of Character Kitemark Plus award and UNICEF UK Gold award.

### **Monitoring and Review.**

SMSC is monitored, evaluated and reviewed by SLT members, teachers and Governors through the audit of resources, schemes of work and consultation.

The implementation of the policy is the responsibility of all staff.

### **SMSC Policy links:**

This policy supports/complements the following policies at Hodge Hill Girls' School;

Safeguarding and Child Protection Policy  
RSE Policy

Special Education Needs and Disability Policy

Teaching and Learning Policy

Behaviour Policy and Professional Learning Standards

Collective Worship Policy