



Pendle Community High School & College Spiritual, Moral, Social and Cultural (SMSC) Policy

PCHSC has a strong commitment to the personal and social development of all pupils. The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all pupils.

What is SMSC – Spiritual, Moral, Social and Cultural development?

This is a summary to explain SMSC – although this is personalised for all our students in PCHSC according to their needs and level of understanding.

Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

This is closely linked to our RE and PSHCE policies, and underpinned by our school guidelines of 'At PCHSC we care for respect ourselves, each other and our environment'.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Again this is closely linked to our RE and PSHCE policies.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy (see separate PCHSC guidelines), the rule of law, liberty, respect and tolerance. This is also underpinned by our PSHCE and Positive Behaviour policies (including a restorative approach), reinforced through form times etc.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil's SMSC development is seen, for example, in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing an appreciation of theatre
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school
- then in wider community visits.
- Taking part in sporting opportunities and competitions.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at PCHSC. This integrated approach ensures that aspects of SMSC is considered in all subject areas. Staff regularly record examples of student engagement in SMSC on 'Gridmaker'. The senior leadership team audits SMSC and Governors monitor it across school.

Beyond the Curriculum


We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Engagement in European projects including Erasmus+ and e-Twinning – currently including active involvement in three projects – ‘8 strings to your bow’ (based on exploring different styles of learning), ‘Inclusive Career Opportunities for all’ (based on future career opportunities for those with SEND) and ‘Ready, Steady, Change’ (a new project based on promoting positive mental health and wellbeing). All these projects include a variety of other European partners, with opportunities for students to participate in trips to other European countries – with international aspects of SMSC being explored throughout each project.
- Arts, Music and Cultural specialists visits to school over the year
- Assemblies give pupils an opportunity to explore aspects of SMSC.
- We adopt the ‘THRIVE Approach’ for all independent and supported learners, to assist adults to nurture supportive and positive relationships with children and young people. As such we undertake class, group and where appropriate individual Thrive assessments with all our students to identify strengths and potential areas for development, following which we then plan suitable interventions etc.
- All experiential learners have their physical, emotional and social needs met through approaches such as intensive interaction. This requires positive interpersonal relationships with sensitivity to feedback from the learner as part of each interaction and continually promotes the cycle of positive reinforcement / reward.

Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage governors, families and the wider community
- Listen to our student voice through our school and student councils
- Observe staff and pupil interactions (across all types of needs).
- Actively support and promote positive social awareness and relationships, and monitor progress in Personal Social Emotional Development (using PIVATS 5 PSED).
- THRIVE also measures baselines in relation to all aspects of social and emotional development, which can be reassessed following interventions.

Policy approved by governors:	
Review Date:	
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	