

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

## **Ribblesdale High School**

**Next Review November 2021**



## Intention

At Ribblesdale High School we recognise and firmly believe that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to access and relate fully to the world in which they live. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture and develop through our subject and wider curriculum.

Our SMSC provision is underpinned by the 'Ribblesdale Way' which includes Challenge, Relationships, Readiness, Evidence and Reflection.

All curriculum areas make valuable contributions to pupils' spiritual, moral, social and cultural development.

## Staff /Pupil Expectations

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

**SMSC will be delivered in all aspects of school life, through the following means:-**

- Curriculum - Schemes of Learning
- Form time /Assemblies
- Wider School Opportunities
- 'My Future Matters' Programme

We will give our pupils opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that will enable them to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- Listen and talk to each other
- Learn to treat everyone as equal, accepting people who are different because of physical and learning difficulties
- Agree and disagree but respond respectfully
- Experience good role models
- Take turns, share ideas and equipment and give peers the opportunity to contribute
- Work co-operatively and collaboratively

All curriculum areas including form time and assemblies seek to create the following opportunities.

**Spiritual Development:** We will enable pupils to

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

**Moral Development:** We will support pupils to

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

**Social Development:** We will foster

- An understanding of individual and group identity
- The motivation to help others in the school and wider community
- Opportunities to act as responsible leaders and role models
- Activities in Houses e.g. Competitions, support the development of effective relationships

**Cultural Development:** We will broaden horizons so that pupils can

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global context

See Appendix 1 for Specific Curriculum Provision

### **Wider practical activities to develop SMSC in the wider school context will include:**

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at social times
- Taking responsibility e.g. student leadership team
- Encouraging teamwork in all group activities. E.g. team sports
- Showing appreciation of the performances of other children regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. Remembrance and Harvest Festival
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Studying the contributions to society that certain famous, historical and influential people have made
- The school supports the work of a variety of charities
- Pupils are taught to appreciate and take responsibility for their local environment

### **Monitoring and evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Monitoring of SoL and lessons by SLs and CALs / SLT / Head-Teacher/ Governors
- Regular discussions at staff and governor's meetings
- Consultation with Parents and Carers

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully prepare our pupils with the skills they need to achieve success and fulfilment in life and make a positive contribution to society.

How does the school's SMSC (Spiritual, Moral, Social and cultural) provision impact on our pupils?

Things that we know/can see:-

- **Bullying rates are low**
- **Pupils open doors for each other/staff**
- **Pupils largely respect and support each other**
- **Very little conflict in school- pupils do not socialise separately based on race/ gender etc.**
- **Pupils generally have strong moral compass about what is right and wrong**
- **Pupils view staff as strong role models –mutual respect**
- **Positive impact on behaviour overall - reduction in fixed term exclusions year on year.**
- **Raising money through charity work - thousands of pounds raised every year.**
- **Pupil uptake on trips and expeditions - eagerness to explore other countries and cultures**
- **Respectful answers given in class discussions e.g. Holocaust/Slavery and Cultural Diversity**

## Appendix 1

### SMSC Provision

Department: English

Year Group	Unit of Work	Further Detail
7	War Poetry	Pupils are given insight into the experiences and attitudes towards war; this is from a range of perspectives, times and wars.
	Blood Family	A new edition to the English curriculum at Ribblesdale, this text offers a modern perspective on difficulties people may face: neglect, homelessness, drug/alcohol addiction etc.
	Frankenstein	Pupils discuss whether it is respectful of Dr Frankenstein to tamper with the dead to enable him to create new life. Additionally, science v nature is a debate, – whether we should tamper with nature today (plastic surgery) and the wider implications this may have on society.
	Lamb to the Slaughter	Plenty of discussion to be had around what is morally right and wrong with regards to both Patrick’s and Mary’s behaviour: leaving a pregnant wife and murdering another human being. Pupils can also consider an alternative scenario – what should have happened demonstrating how they believe the couple should have communicated their frustrations to one another.
8	Narrative Writing	Whilst this is a creative writing component, pupils are encouraged to consider the roles of protagonists and antagonists – both at a human and natural disaster level. They can use their own experiences as a springboard for their plot.
	Of Mice and Men	Here, we cover racism, sexism and ageism, particularly how attitudes have changed and/or remained the same since the 1930s. There is discussion around those with learning difficulties too.
	Articles	Pupils need to write an article for a teen magazine, which needs to be both informative and lively on their chosen topic.
	Spoken Language	Pupils are given the opportunity to deliver a speech on a topic of their choice. Those to receive a distinction will be due to the sophistication of their topics and stance.
9	A Christmas Carol	In this Victorian text, we teach the importance of religion, spirituality, wealth/poverty, socialism, class systems, personal/social responsibility, Christmas traditions and forgiveness/repentance.
	An Inspector Calls	As this is set in the Edwardian era, we teach pupils about strikes, the industrial revolution, women’s rights, socialism and capitalism, responsibility and the domino effect.
	Macbeth	It’s difficult for pupils to distinguish where the responsibility lies for the downfall of Macbeth and Lady Macbeth, finding them both to blame (in different measures), as well as the witches. Treason,

	Poetry Anthology  Unseen Poetry	<p>patriotism, loyalty and Catholicism are key points of discussion. Banquo's responsibility is, too, discussed as although he didn't play an active role to do anything 'wrong' per say, he was, in fact, a bystander who had his doubts.</p> <p>A range of poetry is studied from different periods, cultures and points of view, giving pupils an insight into the wider world.</p> <p>As the exam board tend to use relevant (and modern) topics that pupils can relate to (like school, growing up, relationships etc.), teachers will use these poems as a springboard of which to generate other poems from. However, a range of other poems have been used such as ones relating to traumatic experiences such as Auschwitz etc.</p>
10	English Lit and English Lang	<p>For each discipline, a variety of spiritual (context/figurative expression) moral, social and cultural considerations are interwoven into both specifications.</p> <p>Please see above for the Literature breakdown.</p>
11	English Lit and English Lang	Please see above.

### Department: Science

Year Group	Unit of Work	Further Detail
7	Cells – puberty  Forces, stopping distances	<p>Consider the consequences of body image &amp; development of respect.</p> <p>Consider speed limits and the consequences of speeding.</p>
8	Earth's resources  Earth's atmosphere	<p>Consider the impacts of taking resources from the earth.</p> <p>Consider how we impact the atmosphere and the consequences of our actions.</p>
9	Accumulation of toxic material – plants and ecological relationships  Variation and selection – theory of evolution	<p>How humans impact the food changes and the consequences of this and the ethics surrounding.</p> <p>The different ideas of evolution and why people believe as they do.</p>
10	Stem cells – cell biology  Atomic structure – nuclear safety	<p>Consider the ethics of using bone marrow vs embryonic stem cells.</p> <p>Consider the consequences of ethics surrounding nuclear power.</p>



11	Ecology – biodiversity  Chemistry of the atmosphere – Global climate change	Consider the importance of maintaining the biodiversity of our planet and the consequences if not.  Consider the consequences of Global climate change and the various responsibilities.
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### Department: Maths

Year Group	Unit of Work	Further Detail
7/8/9/10/11	Numeracy Week	Moral/Social: Various activities focussing on money, finance and debt.
10/11	Data Handling Topics	Moral: Investigating statistics in the media and how they may be skewed and/or biased.
9/10	Proportion	Moral/Social: Best—Buys—do supermarkets play fair?
7/8/9	Shape	Cultural: Geometric patterns in different cultures such as rangoli patterns in India. Symmetry and its significance in other cultures.

### Department: MFL

Year Group	Unit of Work	Further Detail
7	My family and myself  Spanish/French culture	Pupils discuss the positive attributes they have as well as others. Pupils will discuss the differences in Spanish/French culture and participate in discussions surrounding cultural celebrations and festivals.
8	Spanish/French culture  Health	Pupils will discuss the differences in Spanish/French culture and participate in discussions surrounding cultural celebrations and festivals such as bull fighting. Pupils will discuss the importance of living a healthy lifestyle and how this can affect their lives.

9	School  The World	Pupils will discuss the positive attributes that they and their teachers and fellow pupils possess. They will also discuss the issue of bullying in detail. Pupils will discuss the issues of poverty in Spanish-speaking countries as well as how we can help by buying fair trade products etc.
10	My family and myself  The environment and social issues	Pupils discuss the positive attributes they have as well as others.  Pupils discuss the impact that we are having on the environment and how we can help improve the situation through volunteering. They also discuss the homelessness crisis and what can be done to help others in this situation.
11	Spanish/French culture  Health	Pupils will discuss the differences in Spanish/French culture and participate in discussions surrounding cultural celebrations and festivals such as bull fighting.  Pupils will discuss the importance of living a healthy lifestyle and debate a number of issues that affect young people.

#### Department: Media Studies

10	Newspapers	Stereotypes, discrimination and politics.
11	Coursework and Crime Drama	Racial divides, respect, and moral decisions.

#### Department: Computer Science

Year Group	Unit of Work	Further Detail
7	All about me PowerPoint (Transition Unit)	Pupils create a presentation which highlights information about themselves. They are encouraged to celebrate their strengths.

8	Modelling Future aspirations.	This unit of work looks at creating spreadsheet models. It allows pupils to select their aspirational Life style and the job they want when they leave school. Their task is to produce a working model to ensure their future income can support their life.
9	Computer Science Ethics	Looking at how Computer Science is effecting current culture. We focus on what we have the ability to do using computer science but look at the impacts towards Education, Social, Environmental and Cultural issues.
10	Computer Science Ethics	Same as Above
11	Computer Science Ethics	Same as Above

**Department: PE**

Year Group	Unit of Work	Further Detail
7/8/9	Gymnastics – use of surface to video routine and peer classes	Create opportunity to observe and watch each other understanding pupils have various abilities and encourage positive feedback.
7/8/9	Games- netball and invasion	Use of rules and regulations to follow, help support an ethos of fair play and sportsmanship
7/8/9	Health and safety	Be polite and respectful to peers/staff and equipment. Awareness of own actions and repercussions of unsafe behaviour.
10/11	OCR – unit 4-6 sponsorship media, sport psychology Ethical, social cultural issues in PE	Barriers to participation- goal setting, mental health, feedback Diet, nutrition, well-being and fitness for life.

11	Enrichment core PE  Community sports use	Power walking Community awareness, environmental awareness, semi rural walks.  Behaviour outside of school, working with the public in Roefield Awareness of manners respect and consideration of public
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**Department: Art**

Year Group	Unit of Work	Further Detail
7	African Mask project based on 'The Fastest Boy in the World'.  Keith Haring –Fit for Life Eat well, Move more, Live Longer.  Cartoon Crowd – colour theory linked to emotions.	Research into why masks are created and worn in the African culture, their importance in ceremonies and rituals. Masks represent mythical heroes, moral values, animals and ancestors in a symbolic way. Pupils design and create their own African mask out of cardboard string and tissue paper.  Pupils create a poster based on the campaign 'Fit for Life' looking at healthy lifestyles choices they can make. Incorporating the importance of exercise and mental wellbeing.  Throughout this topic we explore the emotions and feelings associated with colour. How our mood can be influenced by the colours we surround ourselves with. Colour theory and its link to interior design.
8	Mexican day of the Dead	The fascinating festival that takes place in October has inspired this project. Exploring its importance within the Mexican culture, its use of symbolic imagery and bright colours. The multi – day holiday involves family and friends gathering to pray and remember friends who have died, supporting their spiritual journey . It is not a day of sadness but celebration.
9	Cultures-' A Culture of your choice'	Including street art, self-image, LGBT issues, self-harm, gothic, punk and other issues students feel passionate about.
10	Mock Exam - A question to provoke an issue based response.	'In the News', 'In a different way', 'Telling Stories' and 'Messages' are all questions to provoke a very personal response.

## Department: Geography

Year Group	Unit of Work	Further Detail
7	Use of water provision specifically in regards to the Nile	
8	Development and in particular the inequalities that exist between different countries and within countries	Pupils consider the ideas and issues surrounding Newly Emerging Economies and the exploitation of different groups of people.
9	study populations and how exponential growth in population creates issues  complete issue based tasks	They look into birth control polices and consider their impact on the people of the country.  Who is to blame for global warming and who can/should do something about it?
10/11	social, economic, political and environmental challenges  the issues in relation to global resources and the inequalities in availability and distribution	Urban change in both rich and poor countries.  During this they consider the different options such as increase current practices (burning fossil fuels) and the moral dilemmas that this creates
10/11	population change	Pupils cover similar concepts to the Year 9 content but with added detail and with a focus on NEE's.

## Department: RE Provision

This is inherent in all aspects of the SoL. There are some examples below.

Year Group	Unit of Work	Further Detail
7	Creation	Pupils consider what it means to be 'Steward' and taking care of creation. Pupils also learn about charities.
8	Jesus	Pupils think about the moral implication of Jesus' life and consider what they can learn from Jesus' actions and teachings.

GCSE	Religion and Life	Pupils investigate the impact of Government decisions on society and religious believers e.g Abortion and Euthanasia.
GCSE	Crime and Punishment	Pupils investigate the causes of crime and the moral implications of crime. They also consider 'justice' and 'retribution' in relation to punishments.

## Department: History

Year Group	Unit of Work	Further Detail
7	Viking invasion  Medieval Realms	<p>Cultural impact of the Viking invasion and the judgements about their behaviour.</p> <p>How did people live? Choice of King taking in to account moral choices. Behaviour of key individuals such as at Thomas Beckett's death. Black Death and the moral issue of how to treat the peasants, linking to Peasants Revolt.</p> <p>Behaviour of Monarchs with the religious issues such as Henry VIII, Bloody Mary. Civil War, pupils are encouraged to make judgements on the behaviour and spiritual beliefs linking to war. Assessments of Oliver Cromwell's changes to Britain and his behaviour.</p>
8	1750-1900  Slavery  Industrialisation	<p>Behaviour of Monarchs with the religious issues such as Henry VIII, Bloody Mary. Civil War, pupils are encouraged to make judgements on the behaviour and spiritual beliefs linking to war. Assessments of Oliver Cromwell's changes to Britain and his behaviour.</p> <p>Discovery of the treatments of slaves and how countries like Britain behaved towards them. Campaigns to end slavery and judgements are made about the SMSC aspects. Humanitarian and race study.</p> <p>Pupils explore the treatments of workers and children. The wish to gain economic prosperity is discussed against the humanitarian ideas. 19<sup>th</sup> Century culture is studied, along with changes to people's lives and pupils assess the significance of these changes.</p>

	World War One	SMSC of the appropriateness of war to solve difficulties. Equality for women is studied. Treatment of soldiers at war and the culture of discipline. Pupils make judgements and discuss the fairness of the Treaty of Versailles on Germany along with popular contemporary feelings towards Germany by some groups.
9	World War Two  Nazi Germany          USA       Multicultural Britain	<p>Life during the Home Front – culture and social changes due to war.</p> <p>Hitler as a leader and the SMSC topics that emerge from this. Communism as a theme runs through this study and pupils are focused on the different aspects of the regime which promotes SMSC discussion. Restrictions and control in Nazi Germany, along with the Holocaust are completely focused on SMSC discussion and evaluations. The treatment of Citizens and Jews promotes lots of opportunities and pupils are constantly referred to the correct way to treat people, necessary intervention that could have taken place, the role of the ordinary citizen (power of objection) and the beliefs of others that are seen as “different”, along with the SMSC issues of Totalitarian rule. They are also linked to Holocausts that happen in society today.</p> <p>This topic starts with the social and cultural life in the 1920’s/30/s with the boom and depression. Moral idea of the state providing help is discussed. Vietnam war covers many opportunities for SMSC – soldiers’ behaviour, campaigns at home. A large section of the topic is about the campaigns for equality with Martin Luther King.</p> <p>This focuses on migration in to Britain from Windrush and riots/campaigns for equality in the 1980’s. Lots of activities based on evaluating the inappropriate behaviour towards the immigrants and the value of Britain being a multicultural nation.</p>
10/11	World War One	Study of the vulnerability that Germany felt and the behaviour of countries leading to war and this leads to a judgement that pupils make about who should be to blame. Treatments of soldiers form an SMSC point of view.

	USA 1920-73	This builds on Year 9 study, SMAC campaigns for equal rights. Social and cultural aspects of America through the time is studied, including the Rick and Roll era. Changing life for women up to 1973 involves studying equality.
	Health and the people	This involves learning about all the moral aspects of medicine and health though the ages and how Christianity and Islam vary in their treatment, spiritual medical ideas are studied and pupils make judgements on these. Life in towns from Medieval times to 19 <sup>th</sup> Century involves thinking about the moral issues and cultural differences from life in the country.
	Elizabethan England	Cultural and social aspects of life at this time are studied, along with the appropriateness of the belief in the "Great chain of being". The aspects of equality with a woman ruling the throne, equality with characters like Bess of Hardwick rising from rags to riches. Moral and spiritual aspects are evaluated such as the treatment of different religions.

#### Department: Food

Year Group	Unit of Work	Further Detail
8 (KS3)	Healthy eating	Cultural – appreciation of Ramadan and that some people fast. Dietary disorders such as nutritional excesses and insufficiencies e.g. Anorexia, Bulimia, malnutrition....etc. Nutritional needs of different age groups such as the elderly and people with medical conditions such as religious diets, diabetics and coeliac disease. Affordability, skills and knowledge of making healthy nutritious dishes.
9 (KS3)	Afternoon Tea project	Spiritual – Respect the beliefs of other faiths e.g. vegetarian foods and no alcohol on the table. Social – Respecting the viewpoints of others e.g. asking a questionnaire to gain ideas for food/drink. Enjoying the afternoon tea meal with friends/family members. Cultural – Theming the afternoon tea e.g. An Indian/ British/ Italian theme



10 & 11 (KS4)	<p>The Hospitality &amp; Catering Provision meeting customer requirements</p> <p>The 3 R's</p> <p>Healthy eating</p> <p>Vegetarianism</p> <p>The Success of H&amp;C provisions</p>	<p>Customers needs, expectations, trends, equality &amp; rights.</p> <p>Sustainability, Carbon footprint, fair trade, food miles, seasonality, supporting local farmers and traders, food provenance, food waste.</p> <p>Use of GM ingredients, organic v's use of pesticides.</p> <p>Cultural – appreciation of Ramadan and that some people fast</p> <p>Dietary disorders such as reasons for Anorexia, Bulimia....etc. , malnutrition. Nutritional needs of different age groups such as the elderly and people with medical conditions such as religious diets, diabetics and coeliac disease.</p> <p>Affordability, skills and knowledge of making healthy nutritious dishes.</p> <p>Appreciation of people avoiding meat/fish/animal products for various reasons – including moral and cultural beliefs.</p> <p>Media advertising such as TV advertising by KFC &amp; McDonalds and foods high in fat and sugar, especially appealing and targeting children. Competition and Trends e.g. Numerous coffee shops on the high street and retail parks.</p>
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Department: Business Studies

Year Group	Unit of Work	Further Detail
10 & 11	Investigating small businesses	<p><b>Moral</b> - In Year 10 pupils look at employment legislation and investigate discrimination in the workplace and society. They look at how this affects the way businesses operate and what can happen if the law is broken. Different case studies are used to show the impact in the real world.</p> <p>Student also complete a unit of work on ethics in business and investigate why some business adopt ethical practices while others do not. This includes how pressure group campaigns have changed the practices of Nestle and Lego. Recycling is also investigated with a focus on McDonalds.</p>

11	Building a business	<p><b>Cultural</b> - In Year 11 students look at the impact of the EU and how this impacts business trade. Students are encouraged to explore the wealth of different countries and how developed they are. Students will research less economically developed countries and the impact this has on businesses and people.</p> <p>Students look at how businesses grow and the impact of advertisements in different countries. Coca Cola and Pepsi are used as examples to show how they have at times got things wrong.</p>
10 & 11	Enterprise entrepreneurship and	<p><b>Social and Spiritual</b> - In many units of work there are opportunities for students to work collaboratively on a range of projects, particularly on the Enterprise and entrepreneurship unit where they have to work together as a small business and develop product ideas and marketing strategies. Pupils then present their ideas to the rest of the class in a Dragons Den lesson. Pupils are encouraged to be creative and come up with new unique ideas for the future. Throughout the GCSE, pupils are encouraged to develop their team working skills through collaborative work and research.</p>
11	External Influences	<p><b>Spiritual</b> – Pupils explore the different stakeholders of businesses and how their objectives and beliefs can affect a business. This includes pressure groups such as Green Peace and how campaigns can influence business decisions.</p>