SMSC
POLICY

Our Objectives
At Prince Henry's Grammar School, we are committed to building a cohesive, vibrant school community based on strong, positive, respectful relationships, a distinctive, inclusive ethos and an appreciation of rights and responsibilities.

As stated in our **School Vision**, we are ambitious for Prince Henry's Grammar School *"to become internationally recognised as an exceptional school with a culture of **respect** where we can all **flourish** and **achieve**."*

This vision is underpinned by our Core Values of:
- Honesty
- Kindness
- Confidence
- Independence
- Ambition
- Resilience

We believe that the spiritual, moral, social and cultural development of our students is central to embedding these values and achieving our vision. We aim to provide outstanding provision for SMSC development so that all students have the knowledge, skills, personal attributes and ethical grounding to flourish and achieve as individuals, as well as to enable others to do likewise.

What we mean by spiritual, moral, social and cultural development
We draw upon the definitions of SMSC provided by Ofsted (September 2024).

Provision for the **SPIRITUAL** development of students includes developing their:
a. ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
b. knowledge of, and respect for, different people's faiths, feelings and values.
c. sense of enjoyment and fascination in learning about themselves, others and the world around them.
d. use of imagination and creativity in their learning.
e. willingness to reflect on their experiences.

Provision for the **MORAL** development of students includes developing their:
a. ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
b. understanding of the consequences of their behaviour and actions.
c. 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.

Provision for the **SOCIAL** development of students includes developing their:
a. 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.
b. willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
c. acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the **CULTURAL** development of students includes developing their:
  a. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
  b. understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain.
  c. ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
  d. knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
  e. willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
  f. 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Our Principles

Our principles cover the planning and delivery of SMSC development through the everyday life and work of the school:
1. Curriculum subjects
2. The PSHE / Citizenship / RSE curriculum
3. Enrichment
4. Relationships, guidance and support
5. Assembly programme
6. Global citizenship education
7. Student voice and student leadership
8. The Positive Discipline system
9. Equality and diversity
10. Training for staff and governors

Achieving our principles

1. CURRICULUM SUBJECTS
     At all Key Stages, all subject areas have a responsibility to actively seek opportunities to develop students' SMSC development through their curriculum. Curricular provision is audited in order to identify any "gaps", and strategies put in place to address them, where appropriate. The school meets the statutory requirements for the teaching of Religious Studies, which makes a particular contribution to the delivery of SMSC themes.

2. THE PSHE / CITIZENSHIP / RSE CURRICULUM
     The Personal, Social, Health And Economic Education (PSHE) / Citizenship / Relationships and Sex Education (RSE) curriculum is delivered through timetabled PSHE / Citizenship / RSE lessons and "drop down" days, as well as through the wider curriculum. SMSC development is at the heart of PSHE / Citizenship / RSE planning and delivery, which is led by a dedicated Area Leader and supported by a senior leader.

3. ENRICHMENT

The school is committed to offering rich and varied enrichment provision including extensive sporting, artistic, cultural and musical opportunities as well as a comprehensive programme of trips and visits, both in this country and abroad. The school is also a Directly Licensed Centre for the Duke of Edinburgh's Award Scheme, which is led by a D of E Manager.

4. RELATIONSHIPS, GUIDANCE AND SUPPORT

Staff are expected to role model positive, respectful relationships. Pastoral support is provided through a team of Personal Tutors, Year Managers and Key Stage Directors, as well as Student Wellbeing Officers and a dedicated Careers Officer.

5. ASSEMBLY PROGRAMME

Year group assemblies take place for each year group on a weekly basis, with an assembly programme which is planned by a senior leader to address specific SMSC themes on a rolling basis.

6. GLOBAL CITIZENSHIP EDUCATION

The school's heritage as a Specialist Language College provides a global framework for all apects of citizenship education provision. This includes engagement in curriculum-based partnership work and a commitment to specific projects which address issues such as fairtrade, climate justice, human rights and global equity. The school's Eco-mmittee helps to drive peer-led sustainability initiatives.

7. STUDENT VOICE AND STUDENT LEADERSHIP

The active participation of students in the democratic process is ensured through a well structured and effective Student Council / Year Council system, supported by a team of Senior Students. Student Leadership opportunities are given a high profile, led by a dedicated Student Leadership Manager. Participation in events such as Mock Elections are strongly encouraged, and faculty areas are expected to seek the views of students as part of the wider self evaluation process. Initiatives such as the Student Equality & Diversity Group, Sports Leaders and Student Librarians provide further student leadership opportunities.

8. THE POSITIVE DISCIPLINE SYSTEM

The school's Positive Discipline system is based on the premise that a clear, consistent set of rewards and sanctions supports students to make the right choices, and to understand and take responsibility for the consequences of their actions. The system is operated by all staff to ensure consistency and fairness.

9. EQUALITY AND DIVERSITY

The school is committed to championing equality, promoting diversity and tackling discrimination, drawing on the principles of the 2010 Equality Act. This aspect of the school's work, which has been highlighted as an area of good practice, is led by a senior leader and supported by a dedicated Equality & Diversity Action Plan.

10. TRAINING FOR STAFF AND GOVERNORS

All staff and governors receive appropriate training on their role in supporting students' SMSC development. This also forms part of the induction training programme for new staff, and for Initial Teacher Trainees.

Supporting personal development

Our SMSC provision makes a strong contribution to ensuring the personal development of students, as defined by Ofsted (September 2024). This includes:

- providing opportunities for students to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults;
- promoting equality of opportunity so that all students can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique;
- developing students' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others;
- ensuring an inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists:
- developing students' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

Fundamental British Values

Fundamental British values, within a global citizenship context, are firmy established and routinely reinforced through our SMSC provision. These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance (of those with different faiths / beliefs)

Safeguarding students from extremism and radicalisation

All schools have a legal duty to protect young people from the risk of radicalisation, and to safeguard them from being drawn into terrorism. This is known as the "**Prevent duty**".

At Prince Henry's we achieve this through our SMSC provision (as outlined above), as well as through:

- A curriculum which promotes tolerance and respect, teaches about the dangers of extremism in all its forms and builds students' resilience to radicalisation
- Appropriate training for staff and governors
- Robust web filtering systems to keep students safe online
- Support for vulnerable students and clear procedures for referrals
- Working in partnership with other agencies

Leadership of SMSC

Strategic leadership of SMSC development is the responsibility of the Assistant Headteacher: Community and Ethos. Specific areas of responsibility include:

- PSHE / Citizenship / RSE provision – Area Leader for PSHE / Citizenship / RSE (supported by the Assistant Headteacher: Safeguarding and Wellbeing)
- Assembly programme – Assistant Headteacher: Safeguarding and Wellbeing, supported by Key Stage Directors
- Postive Discipline – Deputy Headteacher
- Curriculum, Teaching and Learning – Deputy Headteacher
- Global citizenship – Assistant Headteacher: Community and Ethos
- Student leadership and student voice – Post-16 and Student Leadership Manager

Monitoring the impact of this policy

The impact of this policy will be measured through:
- Attainment and progress of students
- Sanctions and rewards
- Incidents of bullying and harassment
- Participation rates in trips, visits and extra-curricular activities
- Attitudinal surveys

Equality impact assessment

As a school we also monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity and outcome.

Reviewing this policy

This policy will be reviewed every two years, or sooner where appropriate.

Links to other policies

This policy is supported by and links to the following policies:
- Anti-bullying Policy
- Equalities Policy
- Educational Visits Policy
- Curriculum Statement
- Behaviour and Safety Policy
- Safeguarding and Child Protection Policy
- PSHE / Citizenship Policy
- Relationships, Sex and Health Education (RSHE) Policy