SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF STUDENTS POLICY

1. Principles

The school's mission statement is that we expect all of our students to aim "to be the best that they can be". At Claydon High School we believe that this includes the development of the whole person, of the mind, body, spirit and soul and is not only about the gaining of knowledge and the acquiring of skills, but that it is also about the personal development of every student in its fullest sense. Supporting each student in developing their spiritual, moral, social and cultural education is aligned to our values of developing compassion, confidence, challenge and conscientiousness and preparing our young people for life beyond and after high school.

2. The Legal Framework

In line with our Curriculum Policy, this policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

3. Aims

To promote positive attitudes and values throughout the life and work of the whole community at Claydon High School by providing opportunities for students to develop spiritually, morally, socially and culturally.

4. Definitions

We define SMSC as the following:

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; knowledge of, 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.

This aspect of education is closely linked to the fundamental British value of respect and tolerance for those of different faiths and beliefs and those of none.

The moral development of students 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.

This aspect of education is closely linked to the fundamental British value of the rule of law.

The social development of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds;
- 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;
- 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;
- developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain as well as understanding other societies.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; 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 and respect diversity.
- respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

This aspect of education is closely linked to the fundamental British value of respect and tolerance for those of different faiths and beliefs and those of none.

5. Provision for SMSC development

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

At Claydon High School we acknowledge that the foundations of spiritual, moral, social and cultural development are laid at home. As a school in which parents and carers play a full and proper role in their child's education, our programme for promoting spiritual, moral, social and cultural development complements and supports the work of parents and carers.

5.1 Curriculum

All faculties, teaching staff and support staff can and do contribute to students' SMSC development in lessons. There are certain subjects which, due to their subject matter or nature, have a particular role to play. These include LIFE, English, Arts, Humanities, MFL and Science. Staff within all faculties are encouraged to make links where possible with how the lesson content contributes to SMSC development, fundamental British values and the values of Claydon High School.

Curriculum maps for each faculty and subject area can be found on the school website. In addition, the tutorial, assembly and extra-curricular programmes enhance and enrich this taught curriculum.

5.2 School ethos, expectations and rewards

It is important, for social and moral development particularly, that the school ethos is underpinned by clear, consistent and shared rules, expectations, rewards and sanctions, details of which can be found in the school's behaviour policy document. The school ethos is based on compassion, challenge, confidence and conscientiousness, and the development of these attitudes and values is an essential element in the spiritual, moral, social and cultural development of all students.

5.3 Assemblies

Assemblies are led by members of the Senior Leadership Team, Heads of Year and visiting speakers. The nature of an assembly may be celebration, encouragement, reinforcement of expectations or link to a specific area of SMSC. The vast majority of assemblies give students time for personal quiet reflection and subsequent topics for discussion, debate and reflection with tutor groups later in the week. Every student attends two assemblies per week as published on the assembly calendar.

5.4 Tutorial programme

Every student is a member of a tutor group with one or two tutors responsible for their academic and personal development. Tutorial time is held three days a week when students do not have an assembly and in addition to dealing with routine administration, tutors follow a structured tutorial programme. For all year groups this includes reflection upon assembly themes with discussion or related activities in addition to: discussions of current affairs, videos of social and moral dilemmas, private reading and elements of literacy and/or numeracy, revision/ study support, presentations and support for charities.

Tutors and virtual tutors also conduct small group and one to one mentoring sessions with students. In Key Stage 3 these focus on both academic progress and in and out of school extra-curricular activities. In Key Stage 4, these sessions also provide support for post-16 planning. Tutors encourage students to take part in activities which support SMSC development, such as sports teams and clubs and taking on responsibilities including Prefect, Senior Prefect, Senior Student Leadership roles, Curriculum Prefect or Pastoral Prefect.

5.5 Responsibility, student voice and leadership

The opportunities for student leadership at Claydon High School can be found in the form of the Student Voice and Leadership system. This comprises Head Student and their Deputies, Senior Prefects and Prefects, Year Council, Senior Prefect Committee.

All tutor groups have two representatives on the Year Council. The school also runs a prefect system of Pastoral, Curriculum Prefects and Senior Prefects. In addition, some students are trained as peer mentors to younger students, Year 7 and 8 have the chance to be Student Receptionist for the day.

5.6 Extra-curricular activities, educational visits and enrichment

Students are offered a range of extra-curricular activities. Throughout the year there are a diverse range of educational visits offered to students including numerous theatre visits, overseas trips, museum and gallery trips and visits to religious places of worship of different faiths. These, along with enrichment activities all make a significant contribution to the spiritual, moral, social and cultural development of students.

6. Responsibility for the policy

All members of staff have a responsibility for SMSC development around school and teaching staff within their classroom. Tutors have a role to play in moral and social guidance. Students in roles of responsibility, particularly mentors and prefects, are expected to set an example which has a positive influence on the SMSC development of their peers.

Heads of Faculty and Heads of Year have responsibility for mapping the curriculum entitlement for all students and to monitor the quality of delivery of this for students of all backgrounds and abilities.

The Headteacher and Senior Leadership Team are responsible for providing leadership and vision with regards to SMSC development, for overseeing the implementation of this policy and ensuring all new staff are aware of it.

The Academy Committee are responsible for ensuring that this policy is maintained and regularly reviewed.

7. Monitoring and evaluation

Monitoring the provision of opportunities for SMSC development will be undertaken by Heads of Faculty and Heads of Year with responsibility for oversight of the curriculum sat with the Deputy Headteacher. This will be reviewed regularly and updated as necessary.

Further monitoring and evaluation of provision within the curriculum will occur through lesson observations, reviews and the feedback dialogue which accompanies these. The faculty self-evaluation and improvement process, particularly from LIFE, will further contribute to monitoring and evaluation of the effectiveness of this policy and of students' SMSC development.

Particular outcomes cannot be guaranteed therefore reviewing this policy document is important.

8. Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Curriculum Policy
- PSHEE Policy
- Wider Opportunities Policy

Revised: Spring 2026

Approved by Headteacher: January 2026

Next Review: Spring 2028

Member of staff responsible for review: Head of LIFE Faculty