



SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) POLICY

RGS The Grange

July 2026

M Egginton

Rationale

At RGS The Grange we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world.

Mission Statement

This policy is carried out within the context and spirit of the School's vision for excellence. It supports and reinforces the aims of RGS The Grange, valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The School strives to build a community, which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they promote.

Personal Development

RGS The Grange recognises that SMSC development is central to pupils' personal development and wellbeing. Through a broad curriculum, enrichment opportunities, leadership responsibilities and pastoral support, pupils develop confidence, resilience, independence, respect for others and an understanding of the responsibilities of citizenship. Opportunities are planned to enable pupils to make informed decisions, contribute positively to society and prepare successfully for the next stage of their education and life beyond school.

Equality, Diversity and Inclusion

At RGS The Grange, the fundamental goal when promoting equality is to raise awareness and make sure that all individuals - pupils and staff are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race. Diversity within our School is about embracing our unique identities. This is not only about what we can see on the outside but the core of who we are and what makes us unique.

The School actively promotes respect for the protected characteristics as defined within the Equality Act 2010. Pupils are encouraged to understand and value diversity within modern Britain and the wider world. Through curriculum teaching, assemblies, discussions and enrichment activities, pupils learn to challenge discrimination, prejudice and stereotypes and develop respect for people whose backgrounds, beliefs and lifestyles may differ from their own.

To promote Equality, Diversity and Inclusion in our classrooms at RGS The Grange, we:

- challenge negative attitudes amongst pupils
- avoid stereotypes in curricular resources and examples
- set clear rules regarding how people treat each other
- treat all pupils and staff equally and fairly
- create an all-inclusive environment for pupils and staff
- actively use resources that have multicultural theme
- work to promote multiculturalism in the classroom
- create lessons that reflect and promote diversity in the classroom
- ensure that all pupils have equal access to participation and opportunities

- use a variety of assessment methods
- use a range of teaching methods
- ensure that all procedures and policies are non-discriminatory
- ensure that classroom materials do not discriminate against anyone and are accessible to all even if this means adapting to audio, large print, coloured overlays, or keyboard

Support measures in place:

- celebration of diversity in our PSHE, RS and SMSC curriculum
- celebration of diversity through our assemblies
- neurodiversity assemblies
- intervention groups to support pupils with differing needs, Flourish and Fly, Walk and Talk, etc
- links within our local community - Worcester Community Trust, local schools
- links with diverse communities e.g. Ghana
- guest visits from parents and the wider school community, etc to share their diverse culture, religion and to talk about topics that explores equality and diversity
- a gender-neutral uniform policy
- equal opportunities in sports activities
- the use of a variety of assessment methods
- the use of a range of teaching methods
- lessons that reflect and promote diversity in the classroom e.g. stories, discussions and debates
- resources that have multicultural themes
- resources that include diverse images
- pupils have equal access to participation and opportunities and adjustments are made in line with their needs
- themed weeks
- foods from around the world
- the teaching of French & Spanish and the celebration of different languages
- utilising appropriate current news events through platforms such as Primary Picture News
- discussion of items that come from abroad/different cultures

British Values

RGS The Grange actively promotes the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

These values are developed through the curriculum, School Council, pupil leadership opportunities, assemblies, educational visits, charitable activities and the daily life of the school. Pupils are encouraged to express their views respectfully, understand the importance of rules and laws, appreciate individual freedoms and celebrate diversity within society. *Please see our separate BV policy.*

Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Opportunities for reflection, mindfulness, emotional literacy and wellbeing are embedded across school life. Pupils are encouraged to understand and manage emotions, build resilience and seek support when needed. These experiences contribute positively to their spiritual development and overall wellbeing.

Objectives

At RGS The Grange, pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum, which will:

- develop their self-esteem, self-knowledge and belief in themselves
- allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs
- explore the spiritual values of others through stories, drama, music, art and Religious Studies to name just a few
- allow them to express themselves in a variety of ways and give them time to reflect on their own experiences
- allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

In practice, at RGS The Grange this is delivered through:

- a Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- a comprehensive PSHE/RHE programme as well as an Assembly programme to address the spiritual aspect of quiet and reflection - in particular using past and present role models from the world and encouraging community participation
- a pupil support structure that is focused on learning and providing appropriate advice and guidance for pupils as well as opportunities to explore pathways of development
- educational enrichment trips, creative partnerships and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world
- a reflective approach to learning through formative assessment techniques - pupils having ownership and understanding of where they are, where they need to get to and how they are to do it
- a rewards system developing pupils' self-esteem through the spoken word, House Points, stickers, Celebrating Success Assemblies, letters home and recognition at all levels
- displays of pupils' work bring a sense of pride in the work pupils produce and therefore a sense of expressing the talents of the individual
- the use of School Council to involve pupils in the life of the School
- PSHE/RHE programme for pupils in Reception to Year Six
- Year Six Leadership Roles

Year Six pupils take on a leadership role as part of their final year responsibilities. Each role has its own specific criteria. These roles include:

- Librarians
- Eco Ambassadors
- STEAM Ambassadors
- Language Ambassadors
- Music Ambassadors
- School Council Representatives
- Digital Leaders/Lego Leaders
- Prep Pastoral Leaders
- Sports/Playground Leaders
- Drama Ambassadors
- Art Ambassadors
- Pre-Prep Buddies
- Charity & Global Citizens

Moral Development

Aim

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The School has a well-established Behaviour Policy and staff promote a supportive approach to the management of inappropriate behaviours. Pupils are taught to be responsible digital citizens. Through computing, PSHE/RHE and safeguarding education, they learn how to stay safe online, evaluate information critically, communicate respectfully and understand their responsibilities when using digital technologies and social media.

Objectives

Instil a code of conduct to promote positive behaviour, self-regulation, integrity, kindness and responsibility by:

- being kind and considerate
- being helpful to others and listening to what they have to say
- holding appropriate conversations around the school
- being committed to the School and classroom rules
- being committed to a healthy, safe and environmentally friendly school
- being committed to looking presentable, clean and tidy with a pride in the school uniform
- being equipped and ready for learning

In practice, at RGS The Grange, this is delivered through:

- clear models of good behaviour from staff and senior pupils and reinforcement of school and classroom rules both inside and outside of lessons
- themed PSHE/RHE sessions/form time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- PSHE/RHE programme for pupils in Reception to Year Six
- assembly themes on moral issues, developed and reinforced during form time
- fundraising activities for nominated charities, in addition to national charity events give the opportunity for discussion on the importance of helping those in need in the local community as well as in the wider world. Examples of charities supported are Worcester's Foodbank, The Maggs Day Centre and The Worcester Snoezelen
- pupil leadership opportunities across the school include: School Council; Prefect Team; Sports Teams; House Teams; Star Search Team; Charity Teams; and other clubs and societies detailed in our school calendars
- supervised and filtered access to the Internet together with a yearly program focused on the dangers of the Internet and related issues
- local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during any lesson across the School and demonstrates the flexibility of our teaching programme

Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Pupils are encouraged to develop leadership skills, collaboration, service and social responsibility. Through ambassadorial roles, charity projects, environmental initiatives and partnerships within the local and global community, pupils learn the importance of active participation and contribution to society.

Objectives

Pupils will be encouraged to:

- maintain and develop relationships within the school, working successfully with other pupils and adults in the school community
- respond to opportunities being offered, to show initiative and to take responsibility for their own learning in the school community
- gain an understanding of the wider society through their family members, the School, local and wider communities
- actively participate in the school community and beyond into the wider community

In practice, at RGS The Grange, we provide opportunities for pupils to:

- interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- represent teams across the school: School Council; Prefect team; Sports teams; House teams; Star Search Team; Charity teams; and other clubs and societies detailed in our School calendars
- become elected School Council representatives, providing feedback on views, ideas and concerns to their form groups and to the Senior Leadership Team
- PSHE/RHE programme for pupils in Reception to Year Six

Cultural Development

Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Pupils are prepared for life in a diverse and interconnected world through exposure to different cultures, traditions, faiths and perspectives. They are encouraged to develop curiosity, cultural awareness and respect for differences while recognising shared human values.

Objectives

The pupils will be encouraged to:

- appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills
- recognise that similarities and differences may exist between different societies and groups
- experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- broaden, develop and enrich their interests and insights through interacting with opportunities the School and the wider community provides

In practice, at RGS The Grange, we encourage:

- educational visits at home and abroad (in Year Six) to experience other cultures and ways of life
- educational visits to places of interest, such as: libraries; museums; galleries; theatres; places of worship and other educational establishments - in order to better understand other cultures and ways of life
- visiting artists, musicians, actors and authors, as well as other leading professionals from a wide range of cultures
- an RS programme which clearly has a focus on fostering links and developing understanding of different cultures and their impact on our daily lives
- PSHE/RHE programme for pupils in Reception to Year Six
- MFL/Cultural/Sport visits to other countries such as France and Switzerland

- collective worship and assemblies that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services, such as annual Remembrance and Carol Services at Worcester Cathedral and celebrations of Easter and other religious festivals: Diwali, Hanukkah, etc
- access to the Internet in order to explore cultures and activities as extension learning

Role of Senior Leadership Team and Heads of Subjects

- To undertake audits and observations of teachers to ensure that they include SMSC in their planning and teaching provision
- To promote and facilitate enrichment events in school
- To organise themes for the weekly focus, e.g. Anti-Bullying Week
- To monitor displays recording the School's support for SMSC
- To encourage staff and pupils to be involved in enrichment activities, which are spiritually, morally, socially and culturally engaging both inside and outside the classroom

Through classroom discussions and our embedded 'Learning Characteristics' (Buzz Words), RGS The Grange will give the 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
- 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 enable pupils to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- agree and disagree
- experience good role models
- take turns and share equipment
- work cooperatively and collaboratively

RGS The Grange uses practical activities to develop SMSC, e.g.:

- working together in different groupings and situations
- encouraging the pupils to behave appropriately within the School community
- taking responsibility, e.g. School Council, Prefects, delivering messages and looking after younger pupils or peers
- encouraging teamwork in PE and Games
- showing appreciation of the performances of other pupils regardless of ability
- hearing music from different cultures and genres
- 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. festival days, the patron saints and national celebrations
- studying literature and art from different cultures (English Units, World Book Day and Poetry Declamation Competition)

- participating in traditional and cultural dances
- opportunities to evaluate food from other countries
- opportunities in Music to learn songs from different cultures

Links with the wider community

- Visitors are welcomed into our School (visiting artists, workshop leaders, speakers, parents and grandparents)
- Links with local churches are fostered (Claines Church, Worcester Cathedral)
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures (Worcester Mosque, Malvern Buddhist Temple, Gurdwara)
- The School supports the work of a variety of local and national charities (Jeans for Genes, Children in Need, Red Nose Day, Worcester's Food Bank, The Maggs Day Centre, The Worcester Snoezelen, Place2Be)
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupils
- Pupils will be taught to appreciate and take responsibility for their local environment
- Liaison with our Senior School (RGSW) to support the primary curriculum

Monitoring and evaluation

SMSC is monitored and reviewed on a regular basis. RGS The Grange uses SMSC Gridmaker, an online platform, which captures our SMSC provision throughout the school. Not only does the Gridmaker provide a comprehensive audit of our SMSC provision, it also highlights any gaps in provision, as well as highlighting training needs for staff.

SMSC provision is monitored through:

- Curriculum reviews and planning scrutiny
- Learning walks and lesson observations
- Pupil voice activities and School Council feedback
- Analysis of participation in leadership and enrichment opportunities
- Behaviour, safeguarding and wellbeing monitoring
- Review of SMSC Gridmaker data
- Staff training and professional development
- Regular discussions at Senior Leadership/Management and staff meetings
- Review of policies and medium-term plans, including the school's approach to collective worship
- Reporting to parents on pupil's 'Attitudes to Learning' and 'Personal Development'

The impact of SMSC provision is evaluated through evidence of pupils':

- Confidence and self-esteem
- Respectful behaviour and relationships
- Understanding of equality, diversity and inclusion
- Awareness of British Values
- Capacity for leadership and service
- Emotional wellbeing and resilience
- Preparedness for the next stage of education and life in modern Britain

The SMSC Gridmaker is utilised by staff to regularly record SMSC at RGS The Grange. This is monitored and audited.

July 2026 M Egginton

Coordinator: M Egginton

Review: July 2023

August 2024

September 2025

July 2026

June 2027

Endorsed in August 2017 by Chairman of Governing Body

Re-endorsed in August 2018 by Chairman of Governing Body