# **Social, Moral, Spiritual and Cultural (SMSC) Curriculum**

SMSC is explicit in our ethos and values and therefore intrinsic to and developed throughout our entire curriculum. SMSC is one element that ensures our students leave school prepared for life beyond school and modern Britain.

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

At SGGS spiritual development is encouraged through:

o Allowing time for personal reflection during RS, RPE, tutorial or lesson time or at the end of a formal assembly

o Exploring different beliefs, faiths and celebrations through RPE, assemblies and the reflection room

o Engaging with a full creative curriculum and the beliefs and values of different cultures that are often represented

The moral development of students is shown by their:

• Ability to recognise the difference between right and wrong, and to readily apply these boundaries and understanding in their own lives

• Understanding of their personal responsibility and the consequences of their behaviour and actions

• Interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

• Ability to apply these principles because it is the right thing to do rather than because of any sanctions

At SGGS moral development is encouraged through:

o Being challenged with moral issues and questions during tutorial, RPE, PSHE, e-safety, enrichment opportunities, and assemblies

o Studying texts and exploring moral dilemmas in many areas of the taught curriculum

o Developing strategies to solve conflict

o Using weekly assemblies and tutorials to explore big questions in a collaborative way. Respect and tolerance are embedded throughout

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 with others and being able to resolve conflicts effectively

• Acceptance and engagement with the British values of democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs; they develop skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The social development is encouraged through:

o A full involvement in our school community for example through tutorial, house festival activities or Extended Learning Day, KS3 discos with KES

o Developing independence in managing relationships and behaviour

o Use of oracy skills in lessons and wider enrichment opportunities such as debating, Model United Nations or the English-Speaking Union

o Collaborative learning embedded into lessons

o Having greater awareness of potential dangers and how we can support members of our community in such circumstances, eg through the safe use of social media

o Engagement in extra-curricular activities or wider school leadership positions where community voices can be heard eg Student Leadership teams

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 within and outside of the school community

• Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

• Knowledge of modern 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 wider enrichment opportunities to enhance student cultural capital

• Interest in improving understanding of and showing respect for different faiths and cultures, and the extent to which they understand, accept and respect diversity in local, national and global communities

The cultural development is encouraged through:

o Celebrating the cultural differences in our community as seen in assemblies and whole school celebrations

o Having a curriculum that embraces diversity and reflects modern Britain including trips and visits to museums, theatres, sites of cultural interest or foreign travel to broaden the outlook and experience of our students

o Fostering European links through language trips and exchange visits

o Ensuring that the British Values of democracy, the rules of law, individual liberty and respect/tolerance permeate the work of SGGS and the decision making of our students