



Greenfields School

Spiritual, Moral, Social and Cultural Policy

2025-2026

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2025	R. Redman and C.Singh	September 2026

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06//06/25	1	Rebecca Hill	Review and amendment
09//09/25	2	Rhys Redman	Review and amendment
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Greenfields School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen.

SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people in society to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
 - Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Make personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At Greenfields School SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements, which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- ensure that all staff are aware of their role in developing students' morals

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- interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life
 - ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible.
- This is demonstrated through a wide range of events such as the annual Celebration of Achievement evening in the Autumn Term when a variety of prizes are awarded to students throughout the school. There are also termly Celebration of Achievement assemblies for all year groups to recognise effort and participation in the life of the school and activities outside HGS. The Positive Achievement awards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the school by developing their leadership roles as prefects, peer mentors, form and house representatives, etc.
- ensure students have information about all extra-curricular and enrichment activities • ensure that the Personal Development and Guidance Tutor programme provides opportunities for discussion and reflection on the Assembly themes
 - build community and business links into the curriculum wherever possible
 - ensure displays reflect and respect cultural variety
 - provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days such as Super Learning Days
 - Our enhanced provision and support for the teaching of languages provides a rich variety of additional opportunities for students in terms of developing aspects of SMSC. Our links with other countries, including student exchange programmes, are particularly powerful in developing their sense of being part of a global community.

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

Spiritual Development.

Pupils' spiritual development is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feeling and values, a 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. Spiritual development is concerned with how a student develops:

- Personal values and beliefs
 - A willingness to reflect on their experiences
 - An ability to communicate these beliefs in discussion and behaviour
 - An understanding of the value and role of faith and religion in societies
 - Tolerance of other people
- Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth.

Greenfields School promotes spiritual development as part of student personal development though:

- The School Motto “Excellence for all”
- School Rules – the Positive Achievement system
- The Personal Development Programme
- Religious Education
- All subjects of the curriculum
- Assemblies
- The ethos of the school – values, attitudes and expectations which encourage imagination, inspiration and contemplation
- Opportunities to develop their understanding of spiritual issues
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

Moral Development

Moral development is concerned with students’ knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school’s code of conduct will form basis of any judgment on moral development as well as the extent to which students show:

- An understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law.
- Respect people, truth and property
- A concern for how their actions may affect others demonstrating understanding of the consequences of their behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.
- Personal conduct so that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

Greenfields School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles.

The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students including:

- Telling the truth
- Respecting the rights and property of others
- Being considerate towards other people
- Taking responsibility for one’s own actions
- Self-discipline
- Respecting the beliefs and practices of others in a multicultural society

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and

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develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions.

At Greenfields School we reject:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism and LGBTIQA+ issues

At Greenfields School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- The Personal Development Programme
- Assemblies
- Positive Achievement Policy
- Rewards and sanctions
- Welfare and guidance
- Core curriculum including Religious Education
- Foreign exchange programmes and global links with partner schools

Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Spiritual development is therefore concerned with how a student develops there:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic 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

The school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations.

The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for group work
- The school code of conduct
- School council
- School productions
- School trips
- Cross curricular links
- School-industry links
- Extra-curricular activities
- School displays

Cultural Development

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Greenfields School we seek to develop in students:

- 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

The school curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. The Language Faculty has a specific role in supporting the teaching and learning for students about cultural diversity through the curriculum and international links with partner schools. There are also opportunities for cultural visits and exchanges including:

- Creative and performing arts for all students
- Cultural visits
- Visits to centres of cultural interest
- Extra-curricular activities
- School displays
- Cookery sessions

The multiethnic nature of Wales in the curriculum and pedagogical practice, needs to reflect the ambition of the new curriculum that 'practitioners to think afresh about what they teach, how they teach and about what we want young people to be as well as to learn'. In line with the new curriculum we seek to enable 'authentic learning opportunities that connect aspects

of the curriculum and make connections to everyday life' and support the development of 'new skills and approaches'.

Our vision is that every learner, as 'ethical and informed citizens of Wales and the world', should explore the diverse experiences and contributions of Black, Asian and minority ethnic peoples in Wales, past and present.

Accordingly, that every teacher in Wales, in every area of learning and experience, is equipped and resourced to meet these expectations in the design of their curriculum and in their pedagogical practice.

This will mean that every teacher:

- understands the origins and manifestations of racism
- feels enabled and supported to build curricula that reflects attention to the multiple and diverse contributions of BAME groups and individuals to specific disciplinary and cross disciplinary knowledge
- feels enabled and supported to place these contributions in the context of the history and development of Wales as a multicultural society.

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