



WAKEFIELD GIRLS' HIGH SCHOOL

Document Reference	WGHS Spiritual, Moral, Social and Cultural Policy (SMSC)
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Checker Person Name	Kathryn Morgan, Chair of WGHS GEC
Quality Assurance	
Name of Approver / Committee	WGHS GEC
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VALIDITY – Policies should be accessed via Firefly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.00	April 2024	New 'through school' policy created
V1.01	Jan 2025	Review brought forward to be in line with QEGS and WGPPS

To be published on the following:

Staff shared	X	School website	X
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WGHS Spiritual, Moral, Social and Cultural (SMSC) Policy

1. Purpose of the Policy

At WGHS, we aim to acknowledge and understand all aspects of our student body's cultural diversity and foster an atmosphere not only of tolerance but celebration of difference. We do this by employing a specific whole school approach, through PSHE, as well as encouraging and nurturing a more generalised atmosphere of acceptance. We aim to create a school where student's spiritual, moral, social and cultural needs are both met and developed further within a safe environment and supportive environment

List of abbreviations and meanings

PSHE	Personal, Social, Health Education
RS	Religious Studies
EDGE	Enriching and Developing Girls' Education
RDA	Riding for Disabled Association
SHINE	Serious Fun on Saturdays
ME	Merit for Effort
MA	Merit for Achievement
HP	House Point
SoTW	Star of the Week

1.1 Related Guidance and internal policies

[Prevent Duty Guidance](#)

[DfE Equality Act](#)

[PSHE Association Guidance](#)

[WGSF Staff Code of Conduct](#) (internal policy)

2. Introduction

It is the aim of the School to encourage the Spiritual, Moral, Social and Cultural development of all pupils to enable them to develop as thoughtful and well-rounded individuals with a sense of social responsibility and respect for others.

The School further encourages students to appreciate their good fortune in life; to explore their place in the world and the responsibilities – local, national, and global – that come with the level of privilege that they enjoy; and to develop both a sound moral framework and an appreciation of the spiritual dimension to life.

The development of these attributes is seen as a whole school issue reflected in the code of conduct and behaviour expected of pupils.

3. Policy Aims

Each of the Foundation schools fosters the spiritual, moral, social, and cultural development of its students by:

- (i) Having a non-denominational, broadly Christian ethos within the school.

- (ii) Using whole school and section assemblies, year group and form assemblies to explore a range of moral, social and cultural issues in a way that engages students and stimulates thought.
- (iii) Using the core Religious Studies lessons to explore faith in different cultures, and consider moral and ethical issues.
- (iv) Using the PHSE curriculum to promote British values and to study aspects of citizenship, law, health, education, and a range of social topics designed to encourage students to behave in a responsible fashion and contribute positively to the wider community.
- (v) Using external organisations such as the Police, Charities, Religious or Health organisations to come and talk to the students and provide an insight into society and how it affects individuals.
- (vi) Encouraging all subjects within the curriculum to assist in the spiritual, moral, social and cultural development of students by emphasising and giving time to this dimension in the teaching of appropriate topics.
- (vii) Ensuring that the moral and ethical aspects surrounding disciplinary incidents are explored with those involved.

Moreover, the Foundation encourages all of its community to reinforce and uphold a strong moral and ethical standard in all of its interactions, through the productive, positive and tolerant relationships which are forged between its members throughout daily life.

4. Roles and Responsibilities

Senior Section:

James Harris, Deputy Head Pastoral
 Natalie Phillips, Head of PSHE
 All Heads of Departments

Junior Section:

Sam Rowley, Director of Junior Section
 Vanessa Hutchinson, JS Pastoral Lead, Wellbeing officer and PSHE Subject Lead

5. Regulatory Requirements

Examples of where the Spiritual, Moral, Social and Cultural development of pupils is addressed across the school.

Promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs: Robust and constantly evolving PSHE programme for all year groups. Debate and discussion encouraged in all subjects; RS and PSHE specifically address diversity; Educational visits to variety of religious institutions; West Yorkshire police / Barnados, address parents and students on key issues; Respect, tolerance and diversity are celebrated in whole school assemblies, including pupil led ones; debating and EDGE activities encourage and develop knowledge of democratic process; School Council in both sections are democratically elected by secret ballot, using real ballot boxes.

Active promotion of principles which enable the development of self- knowledge, self-esteem and self-confidence; enable pupils to distinguish between right and wrong; encourage pupils to accept responsibility for their behaviour; encourage respect for democracy, etc.: PSHE in all year groups promotes positive self-esteem, responsibility for behaviour, knowledge of the law and government; Assemblies celebrate achievement on a weekly basis; Merits and House Points are awarded for individual academic achievements and effort through class / homework marking with certificates from bronze through to platinum; School reporting system allows for recognition for effort and achievement (ME/MA and HP); HOYs use postcards home to congratulate achievement and effort; Firefly is used to pass feedback to parents; Junior Section staff regularly meet parents to share success; Director of Junior Section calls home for selected students each week; SoTW certificates presented in JS assemblies followed by 'hot chocolate with Mr Rowley'.

EDGE activities promote confidence / achievement / positivity / personal challenge; opportunity for all girls to support their school community as prefects, school council representatives, subject leaders, peer mentors. High quality careers provision including work experience for Y10 girls; Head Girl, Senior Prefects and other sixth formers connect with younger girls through assemblies and PSHE programme, providing positive role models; Charities Committee works throughout the year to raise money and engage students in good causes; Ongoing charitable links: Darjeeling Children's Trust; EDGE activities offer the opportunity to volunteer e.g. KS4 Pre-Prep Assistants and at KS5 volunteering in Charity shops and Teaching in Junior Schools.

In Key Stage 3 activities week, students collected and sorted clothes and raised money for a local charity CAP by doing a sponsored colour run. They also took part in a community litter pick.

The SHINE project (Serious Fun on Saturdays) engages 6th Formers with Year 5 pupils from deprived areas of the city; Visiting speakers for Hepworth and GEM lectures promote tolerance of diversity and understanding of cultural difference.

Precluding the promotion of partisan political views: Foundation Political Bias Policy and Staff Code of Conduct preclude members of staff from promoting their own political views with children; Assemblies are balanced and present the opportunity for students to hear a variety of viewpoints and ideas; A balance of visiting speakers in, for example, PSHE address girls throughout the school to provide a range of ideas and opinions - this is monitored by staff; School Council provides an opportunity for girls to encounter the freedom to express themselves and listen to opposing ideas; Debating is encouraged in clubs and within EDGE activities; PSHE encourages students to debate political and ethical issues and to engage and acknowledge the ideas of others.

6. Monitoring, Evaluation and Review

The Deputy Head, Pastoral (Senior Section) and Director of the Junior Section will monitor the implementation and effectiveness of this policy, **review it annually** through meetings with key staff and report to the Head.