



Loving God - Caring for Each Other - Achieving Excellence

Spiritual, Moral, Social & Cultural (SMSC) Policy

Jesus said, “I have come that you might have life - life in all its fullness.” *John 10:10*

This policy should be read in conjunction with the Church of England Vision for Education document¹ ***‘Deeply Christian, Serving the Common Good’***, the Curriculum Vision (***Appendix 1***) and the School Ethos Statement (***Appendix 2***). The values and principles stated in this policy should be evidenced, even if not explicitly stated, in all school policies and procedures. In particular, reference should be made to:

- Anti-Bullying Policy
- Behaviour Policy
- Child protection and safeguarding policy
- Curriculum Policy
- Equal Opportunities Policy
- School Prospectus (Main school & Sixth Form prospectus)
- Relationships and Sex Education Policy

Our Christian Heritage

In 1926 Mary Crompton and Anne Ormerod donated Crompton House and its grounds to the Church of England for the purpose of providing Secondary school education and the teaching of Religious Education ‘in accordance with the Principles of the Church of England’ and ‘having in view the spiritual or social wants of the neighbouring population.’²

Crompton House School is a Church of England Academy and so all we do is rooted in Christian theology and the vision for developing the whole person; spiritually, physically, intellectually, morally and socially. We therefore align with the four basic elements of the Church of England vision for education: Wisdom, Hope, Community and Dignity.

What is SMSC?

SMSC stands for **spiritual, moral, social** and **cultural** development³. All schools in England must show how well their pupils develop in SMSC and promote British Values.⁴

¹ https://cofefoundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf

² Crompton House School Trust Deed, 31st August 1925

³ Further resources and information can be found at: <http://www.doingsmcs.org.uk/>

⁴ According to Ofsted, British values are defined as: democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith



- **Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. (*Appendix 3*)
- **Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. (*Appendix 4*)
- **Social:** Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. (*Appendix 5*)
- **Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. (*Appendix 6*)

SMSC, Ofsted and SIAMS Inspections

Based on the Ofsted ***Education Inspection Framework*** (EIF, May 2019)⁵, schools are judged according to 4 criteria: Quality of Education, Behaviour and Attitudes, Personal Development, and Leadership and Management.

Within the Ofsted EIF, outstanding schools will provide high expectations for learners' behaviour and conduct, learners will demonstrate a positive attitude to learning and take responsibility and ownership of their learning journey, all relationships between learners and staff will reflect a positive and respectful culture and challenge all forms of bullying, abuse or discrimination. Personal development will extend beyond the academic curriculum to enrich the whole person, enabling learners to discover and develop their talents and interests, support character development including resilience, confidence and independence, and prepare learners for life in modern Britain as responsible, respectful, active citizens who contribute positively to society.

The Statutory Inspection of Anglican and Methodist Schools Framework (SIAMS April 2018)⁶ identifies 7 strands of assessment including Strand 3: Character Development (Hope, Aspiration and Courageous Advocacy), Strand 4: Community and Living Well Together, and Strand 5: Dignity and Respect. These strands embed the same values as those expressed by Ofsted with a clear theological framework rooted in the Christian vision and values as presented in the Bible and in the life and teachings of Jesus Christ.

SMSC and the Christian vision at Crompton House

SMSC and the Christian vision for education is not taught as a discreet subject but is evidenced in all we say and do, in particular it will be seen in:

- Pastoral Care systems and form time activities, inclusion and meeting the needs of all learners
- Behaviour expectations, rewards and sanctions, and restorative justice
- Religious Studies, PSHE, citizenship and careers education
- Weekly acts of Worship
- Charitable fundraising
- Ecological concerns, social action and challenging injustice
- Cultural enrichment activities

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

⁶ https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf



- Leadership and Character development opportunities
- Health and wellbeing
- Respect for personal, social and cultural diversity
- School Policies
- All forms of internal and external communications between staff, students and parent/guardians
- Lesson planning and Schemes of Work

SMSC and Collective Worship

The school recognises the importance of collective worship as an expression of our family/community life and our Anglican heritage. During the week we meet in forms, houses, year groups and as a whole school, recognising there is a need to express and celebrate events specific to particular sub-groups within the school, whilst affirming that the values of Crompton House are most evident in whole school collective worship, founder's day and end of term communion services.

Assemblies are often led by members of the senior leadership team or the school chaplain and actively encourage the involvement of students, other staff, and outside speakers. Assemblies promote the schools core values of:

- **Loving God:** expressed through valuing each individual and celebrating life.
- **Care for others:** expressed through charitable action, care for property and the environment.
- **Achieving excellence:** expressed through commitment to learning and realising potential.

It is our aim at Crompton House that worship should:

- Recognise and respect the integrity of each valued member of our school community.
- Invite members of the school community to praise and reach out to God, respond to Christian language and symbolism, provide moments for stillness and quietness, and experience a variety of forms of prayer and meditation which might include praise, seeking forgiveness, asking on behalf of self and others, and quiet reflection.
- Help pupils begin to understand the nature and purpose of worship.
- Contribute to the spiritual, moral, social and cultural (SMSC) development of each child and adult.
- Allow reflection on and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others.
- Celebrate and give thanks for the achievements within the school, the local, national and international community and occasions of significance, including festivals.
- Promote community cohesion.
- Give expression to, reaffirm and practise the Christian values of the school.
- Support the wellbeing and self-worth of each pupil as a unique and precious child of God.



Quality Assurance and SMSC (see Appendix 7)

The quality of SMSC provision at Crompton House is evaluated through multiple strands including: the school Self-Evaluation and Development Plan, Quality Assurance systems, monitoring and tracking behaviour logs (rewards and sanctions), staff voice, pupil voice and parental feedback,

The senior leadership team and governors are responsible to be informed of all DfE, Ofsted and SIAMS requirements and learn from best practice from other schools within the UK. Knowledge of SMSC and the Church of England Vision for Education should inform all relevant aspects of strategic decision-making.

Policy Reviewed: June 2022

Mr A Holt (Curriculum Deputy & SMSC coordinator)

Document CSC-SMSCP2022/June 2024 adopted by Curriculum Committee

Date: 14th June 2022

Signed (Chair).....R Lait.....

Print NameRichard Lait.....

Date of next review.....June 2024.....

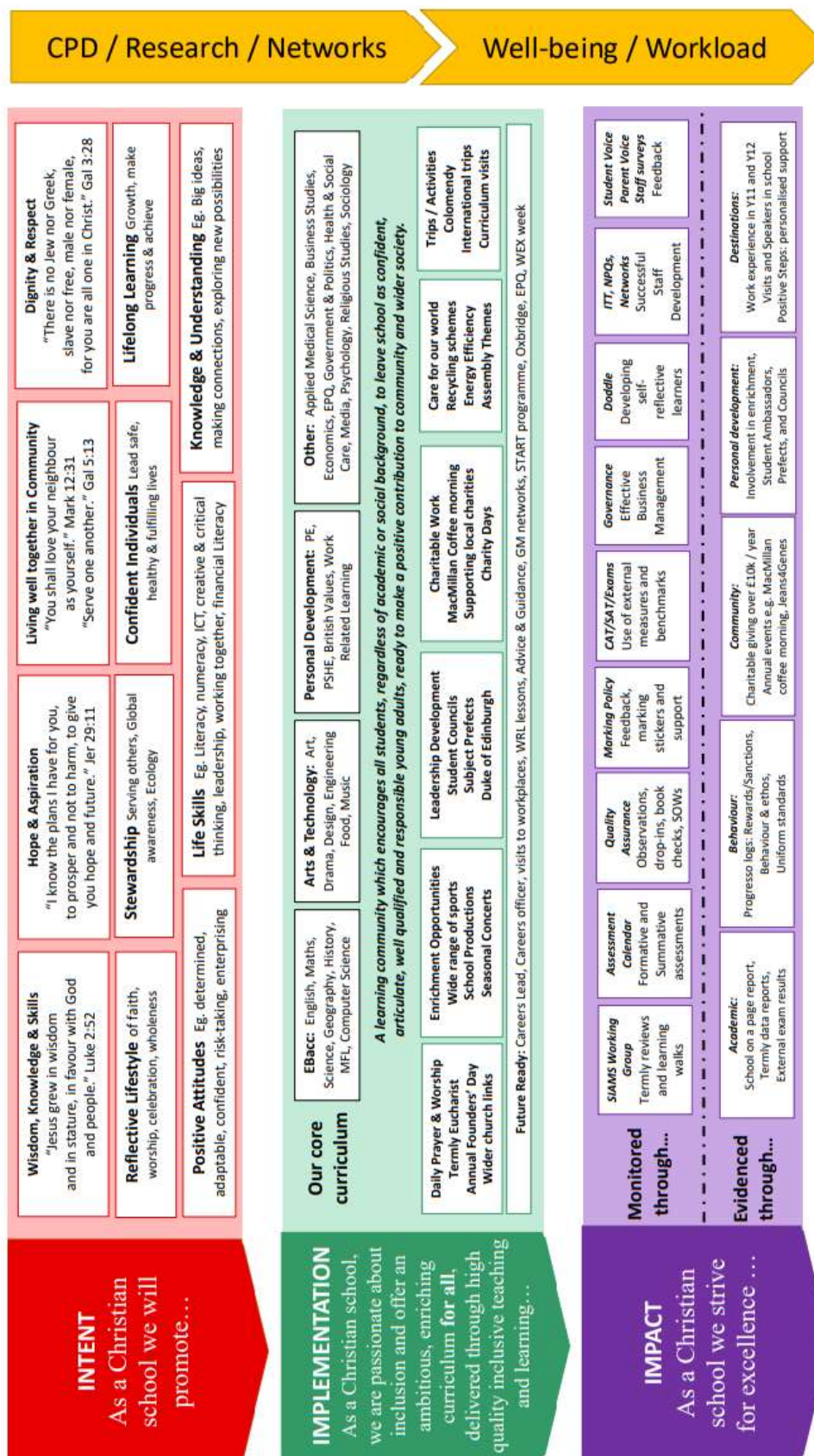


APPENDIX 1:



Our School Vision:

As a Church of England School, we believe that all people are made and loved by God who longs for us to experience life in all its fullness through Jesus Christ. In response to this, our school vision is: **Loving God** by placing prayer, worship and spiritual growth at the centre of school life; **Caring for Each Other** by living out Christian values in our relationships with one another; **Achieving Excellence** by encouraging and enabling members of our school community to flourish by striving to do their best in all things.



Loving God · Caring for each other · Achieving excellence



Appendix 2:

Crompton House Ethos Statement

This Ethos Statement underpins all school policies and practices. It provides the core beliefs and values that must be upheld and promoted in all we say and do.

Crompton House was established as a Church school in 1926 with a strong Christian ethos to serve young people and families within the local community. Recognising our historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level. Our school and everything we do is summarised by our three core values:

- Loving God
- Caring for each other
- Achieving Excellence

We aim to serve the local community by providing education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all pupils.

Our Core Beliefs:

We believe humans are made in the image of God, for an enriching lasting relationship with God and each other. Each person should be treated as a uniquely valuable individual.

In response to this:

- We value and welcome all regardless of gender, age, ethnic origin, creed or sexual orientation. All forms of bullying and discrimination are unacceptable.
- We support each member of our school community to discover their own identity, gifts and talents. To grow in self-worth and the realisation of their value and role within society.
- We will seek the welfare of each other as exemplified in the lifestyle and self-sacrifice of Jesus. Mutual respect is a minimum standard expected of all; however, we aspire to excellence in all our relationships and not merely to equality or mutual tolerance.
- We will look for ways to help and support others in the wider local, national and international community.

We believe there are external absolute standards of right and wrong, and individuals have responsibility for making good choices in life, and accepting the consequences of their own actions and decisions.

In response to this:

- We recognise our shared responsibility when things go wrong and the importance to work together in an environment of trust, respect and openness.
- We will value the experiences and opinions of all and seek to learn from one another, and seek as far as possible, to balance the needs of the individual against the needs of the community.
- We will reward those who make good choices and celebrate the positive benefits that result from their actions. We will correct those who make bad choices and help them to develop more positive attitudes and actions.
- We believe that the central message of the Christian faith is the power of forgiveness, hope and transforming grace, that is achieved through the work of Christ and the Holy Spirit.

We believe true education must encourage the mental, physical and spiritual development of each pupil. Whilst the Christian faith is the majority faith with historical roots in Britain, we acknowledge that



we are a multi-faith society and we must honour those of others faith traditions and welcome the contribution that they bring to our school.

In response to this:

- We make provision in each school day for acts of reflection and worship that are Christian in nature, but also make explicit the values and beliefs that we share with other faith traditions. At the end of each term the whole school celebrates Holy Eucharist presided over by ministers from local Anglican Churches.
- We seek to deliver a broad, balanced and enriched curriculum, so that students are excited by and immersed in their learning, fostering the development of attitudes and skills that will help them to learn about the world in which we live and give students increasing control over their own lives and help them to make informed choices.
- We seek to provide a caring and happy environment where every child feels safe, secure and part of our school family and develop a mutually supportive partnership between home, school and the wider community.
- We will actively support and promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

Our school community:

Young people are our future and Governors and staff at Crompton House School believe it is vital for us to prepare them for the challenges and opportunities that lie ahead by giving everyone the flexibility to respond to the ever-changing society in which we live.

Visitors to our school will find a blend of tradition, coupled with the latest technological advances, in an atmosphere of calm and purposeful learning. We are a lively, energetic community that seeks to offer a host of opportunities for all.

It is recognised, understood and welcomed that teachers will come to Crompton House with a variety of faiths, beliefs and backgrounds; however, teachers are required to agree, as part of their contract, to uphold and promote the Christian ethos of the school.

The Head and other members of the senior leadership team take a direct role in the positive promotion, design and delivery of acts of collective worship. We recognise and celebrate important secular and religious festivals and welcome visitors into assemblies and lessons from the local community and other faith traditions. Students are given opportunity to voluntarily meet each week to explore the Christian faith and provision is also made to enable students of other faith traditions to express their spirituality within the life of the school.

Religious Studies is taught to all students (11-16) within the core curriculum, and it is expected that all students will be entered for the GCSE course in Religious Studies. The school also promotes wider opportunities for personal, social, health, citizenship and careers education.

The school actively develops links with neighbouring schools, businesses, churches and other faith traditions. Pupils are also encouraged to support local charities and community projects with their time, talent and contributions.



Appendix 3: SPIRITUAL DEVELOPMENT

Pupils' at Crompton House are supported and encouraged to develop their sense of self, their unique potential, an understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they will try to answer for themselves some of life's fundamental questions. They will have the opportunity to:

- ✓ Foster their own inner lives and non-material wellbeing. Developing an appreciation for beauty, truth, love, order, as well as mystery, paradox and ambiguity.
- ✓ Experience moments of stillness and reflection. Developing the ability to pause and connect with the deeper thoughts, feelings and self-awareness. To reflect on, consider and celebrate the wonders and mysteries of life.
- ✓ Sustain their self-esteem in the learning experience. Developing a love of learning and a respect for insight, self-expression and creativity, as well as knowledge and reason.
- ✓ Form and maintain worthwhile and satisfying relationships. Developing a respect for self and others. An ability to think in terms of the 'whole' e.g. harmony, interdependence, scale and perspective.
- ✓ Able to discuss their beliefs, feelings, values and response to personal experiences. Developing a set of values, principles and beliefs, this may or may not be religious, which informs their perspective on life and their patterns of behaviour. Also developing an awareness and understanding of the beliefs, feelings and values of others.
- ✓ A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination). Developing their capacity for critical and independent thought and an ability to show courage in defence of their beliefs
- ✓ Foster their emotional life and express their feelings. Developing an awareness of their own and others' beliefs, self-expression and a sense of empathy with others, concern and compassion.

How is this achieved? At Crompton House...

- We will give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Where pupils already have religious beliefs, we will support and develop these beliefs in ways which are personal and relevant to them.
- We will encourage pupils to explore and develop what animates themselves and others.
- We will encouraging pupils to reflect and learn from reflection.
- We will give pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful.
- We will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- We will accommodate difference and respect the integrity of individuals.
- We will promote teaching styles which
 - *Value pupils' questions and give them space for their own thoughts, ideas and concerns.*
 - *Enable pupils to make connections between aspects of their learning.*
 - *Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'*



APPENDIX 4: MORAL DEVELOPMENT

Pupils' at Crompton House are supported and encouraged to acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:

- ✓ Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them. Developing an ability to think through the consequences of their own and others' actions.
- ✓ Distinguish between right and wrongs. Developing an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- ✓ Recognise the unique value of each individual. Developing a respect for life and the dignity and worth of all people regardless of their social, economic, religious or political affiliations.
- ✓ A desire to explore their own and others' views. Developing a commitment to personal values in areas which are considered right by some and wrong by others.
- ✓ Recognise the challenge of life today and the role they play in it. Developing the confidence to act consistently in accordance with their own principles.
- ✓ Listen and respond appropriately to the views of others. Developing an ability to make responsible and reasoned judgements on moral dilemmas and a willingness to express their views on ethical issues and personal values.
- ✓ Gain the confidence to cope with setbacks and learn from mistakes
- ✓ Take initiative and act responsibly with consideration for others. Developing a respect for others' needs, interests and feelings as well as their own.
- ✓ Show respect for the environment.

How is this achieved? At Crompton House...

- We will provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- We will promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- We will give pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- We will develop an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- We will reward expression of moral insights and good behaviour.
- We will respond appropriately to breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school.
- We will model, through the quality of relationships and interactions, the principles which reflect our Christian values – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- We will recognise and respect the codes and morals of the different cultures represented in the school and wider community.
- We will encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- We will provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.



APPENDIX 5: SOCIAL DEVELOPMENT

Pupils' at Crompton House are encouraged to acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to:

- ✓ Display a sense of belonging and an increasing willingness to participate. To take the initiative on wider social issues and establish ways they can help on an individual, local, national and global scale. Developing and exercising responsibility to make an active contribution to the democratic process in each of their communities.
- ✓ Learn about service in the school and wider community, developing respect for people, living things, property and the environment.
- ✓ Appreciate the rights and responsibilities of individuals within the wider social setting. Developing their awareness of and compassion for others in society.
- ✓ Relate well to other people's social skills and personal qualities. Understanding the changing nature of society and how this is an opportunity not a threat. Developing the attitudes and skills required to work effectively as a member of a group or team, with an awareness of diverse views and opinions, and the ability to work towards consensus.
- ✓ Challenge, when necessary and in appropriate ways, the values of a group or wider community. Developing the confidence and ability to resolve conflicts and counter forces which militate against the common good, inclusion and unity.
- ✓ Understand how societies function and are organised in structures such as the family, the school and local and wider communities. Developing the ability to adjust to a range of social contexts by appropriate and sensible behaviour.
- ✓ Benefit from advice offered by those in authority or counselling roles to guide them in the choices and decisions they make. Developing awareness of their place in society and the role they need to play, reflecting on their own contribution to society and the world of work.
- ✓ Understand the notion of interdependence in an increasingly complex society.

How is this achieved? At Crompton House...

- We will identify and promote key values and principles on which school and community life is based: e.g. equality, fairness, democracy, respect for law and Government.
- We will foster a sense of community with inclusive values, which ensure that everyone, irrespective of race, nationality, gender, ability, sexual orientation or religion can flourish.
- We will encourage pupils to work co-operatively and to recognise and respect social differences and similarities.
- We will provide positive corporate experiences e.g. assemblies, team activities, residential experiences and trips, performing arts.
- We will help pupils develop personal qualities that are valued in a civilised society e.g. honesty, thoughtfulness, respect, tolerance, moral principles, independence and interdependence.
- We will provide opportunities to engage in the democratic process and participating in community life, and to help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.
- We will help pupils resolve tension between their own aspirations and those of the group or wider society, providing a conceptual and linguistic framework within which to understand and debate social issues.
- We will provide opportunities for pupils to exercise leadership and responsibility.
- We will provide positive and effective links with the world of work and the wider community.



APPENDIX 6: CULTURAL DEVELOPMENT

Pupils' at Crompton House are supported and encouraged to acquire an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to

- ✓ Recognise and understand their own cultural assumptions and values. Developing an understanding of the influences which have shaped their own cultural heritage.
- ✓ Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society. Developing an appreciation of the diversity and interdependence of cultures, and an openness to new ideas and a willingness to modify cultural values in the light of experience.
- ✓ Recognise world faiths and beliefs and the impact they have on our culture. Developing an understanding of the dynamic, evolutionary nature of cultures.
- ✓ Develop an understanding of Britain's' local, national, European and global dimensions.
- ✓ Broaden their perspective on different communities and cultures within the local area. Develop an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.
- ✓ Interact with different cultures/lifestyles and explore their advantages and disadvantages.
- ✓ An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture.
- ✓ Participate in, and respond to, artistic and cultural enterprises. Developing a regard for the heights of human achievement in all cultures and societies, and a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures.

How is this achieved? At Crompton House we will:

- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures.
- Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- Recognise and nurturing particular gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges.
- Reinforce the school's cultural values through displays, posters, exhibitions etc.
- Audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.



APPENDIX 7: Auditing SMSC at Crompton House School

Evidence of SMSC may include any or all of the following areas:

- *Trust Deed*
- *School Ethos Statement:*
- *School Daily Activities* and *Day-to-day* interactions between staff and students
- *SLT meetings, SEF and Action Plans, staff briefings, Head teachers awards*
- *Working Group Meetings*
- *CTL, Curriculum & Subject Team Meetings*
- *Staff Development, CPD, Innovation sessions*
- *School Governors meeting*
- *School Layout* and use of premises
- *School Website & VLE*
- *Assemblies & Communion*s (including Founder's Day and Speech nights)
- *School Policies*
- *Pastoral System & Hub* including form time activities, inclusion/learning support, School nurse, discipline & rewards structure, school rules, transitions, House activities & competitions, safeguarding, Attendance,
- *Differentiation* (Prestigious universities, G&T, Pupil Premium, SEN)
- *School Admin* (Office admin, Finance, Site Team, Exams, Data manager, ICT)
- *Curriculum* (SOW's, Classroom environment, teaching and learning, Quality Assurance, B4L, homework, Learning walks, Reporting procedures, Pathways, targets, tracking & interventions, pupil mentoring, Lesson content, displays, careers, setting procedures,
- *Charitable giving and activities*
- *Extra-curricular activities & trips* (including student representatives on Oldham Youth Council)
- *Healthy Schools*
- *Recycling & environment*
- *School Newsletter*
- *Main School & Sixth Form Prospectus* (including options booklet Year 8)
- *Pupil Perception:* Pupil surveys & student councils
- *Parent Perception:* Parents surveys and home-school communications, PTFA, complaints procedures
- *Staff surveys and perceptions*
- *Competitions & Sports:* in-school, local, national
- *Staff Prayer Group*
- *Outside links – local and national*