

# Hulme Hall Grammar School



## Spiritual, Moral, Social and Cultural (SMSC) Policy

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# Introduction

Hulme Hall Grammar School recognises that the Spiritual, Moral, Social and Cultural (SMSC) element of a pupil's 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 education is about the values pupils are encouraged to hold, their attitude towards learning, knowledge and society. SMSC education is fundamental in preparing young people for society and at Hulme Hall Grammar School, pupils are helped 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 Hulme Hall Grammar School SMSC education permeates the life and work of the School. Through SMSC education we seek to develop attitudes and values that will enable pupils to become responsible and caring members of society. We give pupils 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 pupils 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 pupils 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 pupils' morals
- develop interpersonal skills and self-esteem in preparing pupils for the opportunities, responsibilities and experiences of adult life
- ensure we celebrate pupil achievement, foster a sense of community, explore relevant SMSC issues and involve pupils as active participants as much as possible. This is demonstrated through a wide range of events such as the annual Awards Presentation Ceremony at the end of the academic year, when a variety of prizes are awarded to pupils throughout the School. There are also half-termly Celebration of Achievement assemblies for all year groups to recognise effort and participation in the life of the School and activities outside HHGS. The ACE (Achievement, Commitment,

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Excellence) rewards system encourages a culture of success and achievement for all. Pupils are also encouraged to contribute to the School by developing their leadership roles as seniors, peer mentors, form and house representatives, etc.

- ensure pupils have information about all co-curricular and enrichment activities
- build community and business links into the curriculum wherever possible
- ensure displays reflect and respect cultural variety
- provide opportunities for all pupils to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and Curriculum Enrichment Days
- provide a rich variety of additional opportunities for pupils in terms of developing aspects of SMSC. For example, through the teaching of languages, our links with other countries, including French and Spanish pen pals, 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 pupils' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and co-curricular activities to develop pupils' skills, attitudes and understanding.

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# 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. It also embodies a sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning and a willingness to reflect on their experiences. Spiritual development is concerned with how a pupil 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 of life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth. Hulme Hall Grammar School promotes spiritual development as part of pupil personal development through:

- the School ethos "Caring, Nurturing, Achieving"
- the School Rules and the ACE rewards system
- religious education
- all subjects of the curriculum
- assemblies
- 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 pupils' 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 pupils experience, the standards of behaviour in the School, as well as the values promoted by the School's code of conduct, will form the basis of any judgment on moral development, as well as the extent to which pupils 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 of England
- respect for 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 that takes responsibility for their own actions
- personal behaviour through principles rather than fear of punishment
- a knowledge of standards of morality.

Hulme Hall Grammar School functioning effectively 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 pupils 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 pupils to develop their attitudes and understanding on morality and 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 Hulme Hall Grammar School we reject:

- bullying
- cheating
- deceit
- cruelty
- irresponsibility
- dishonesty
- obscenity

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- child-on-child abuse
  - intolerance of protected characteristics.

At Hulme Hall Grammar 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
  - assemblies
  - rewards and sanctions
  - welfare and guidance
  - core curriculum including religious education, and PSHE lessons.
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# 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 pupils' 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 pupil develops their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic 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 pupils to live in society by providing knowledge and understanding of society, its institutions, structures and characteristics (including protected characteristics), political, non-political and economic organisations. The School systematically plans for social development of pupils through a range of teaching and learning activities including:

- classroom organisation and management
- pupil grouping and opportunities for group work
- the School code of conduct
- School council
- School drama productions
- residential trips
- social trips
- School-industry links
- co-curricular activities
- pupil leadership opportunities which support pupils in the School community.





# Cultural Development

A pupil'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 Hulme Hall Grammar School we seek to develop in pupils:

- an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- an 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
- a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- a willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- an 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 socio-economic groups in the local, national and global communities.

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

- cultural / educational visits abroad
- visits to centres of cultural interest
- co-curricular activities
- French and Spanish pen pals.



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