PRENTON HIGH SCHOOL FOR GIRLS

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Owned:	Outcomes & Performance
Reviewed:	Summer Term 2026
Ratified:	Autumn Term 2026
Next review:	Summer Term 2027

1 STATEMENT OF INTENT

At Prenton High School we strive to make a positive difference today to achieve a better tomorrow by:

- Providing a safe, happy and respectful school community;
- Making students the foundation of our school;
- Celebrating and welcoming diversity and equality;
- Empowering, challenging and inspiring all in the classroom and beyond;
- Creating opportunities where everyone is supported and valued; and
- Promoting courage, ambition and aspiration.

The staff, Governors, students and whole Prenton community will achieve this through our values of:

- Trust;
- Respect;
- Integrity;
- Kindness; and
- Endeavour.

At Prenton High School, students' academic, personal and social development is central to school life. SMSC is promoted through the curriculum, Learning for Life, assemblies, student leadership, pastoral support, extra-curricular opportunities and wider school experiences. We aim to ensure all students feel safe, valued and respected, and are supported to become confident, thoughtful and responsible young people who contribute positively to modern Britain.

2 AIMS

- The school will provide a safe and caring environment where the skills, attributes and personalities of all students will be nurtured and developed.
- Students will develop a deep awareness and understanding of a variety of issues relating to SMSC which will be transmitted via all subjects and settings in the school.
- The school recognises and celebrates the diversity of backgrounds and interests amongst the student body and attaches importance to all irrespective of perceived differences.
- Both within and outside of lessons, the school will set and maintain standards of behaviour that are designed to foster a sense of safety, belonging and ownership.
- The school will make and develop links with outside faith and lifestyle groups.

3 RELATED POLICIES

1. Behaviour Policy
2. Curriculum policy
3. Relationships, Sex and Health Education Policy

4 DEFINITIONS OF SMSC

4.1 Students' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;

- use of imagination and creativity in their learning; and
- willingness to reflect on their experiences.

4.2 Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions; and
- interest in investigating, and offering reasoned views about, moral and ethical issues and their ability to understand and appreciate the viewpoints of others on these issues.

4.3 Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues; and
- acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute to life in modern Britain.

4.4 Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and continuing to develop Britain; and
- understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

5 THE KEY ELEMENTS OF SMSC AT PRENTON

5.1 School Ethos

The school's ethos helps to guide students' personal development and is reflected in the values of trust, respect, integrity, kindness and endeavour. These values are reinforced through everyday interactions, the curriculum, tutor time, assemblies and wider school life, supporting students to become thoughtful, socially aware and responsible young people. Weekly assemblies also encourage students to reflect on spiritual, moral, social and cultural themes.

5.2 Behaviour Policy

The Behaviour Policy underpins the school ethos and supports students in making positive behaviour choices. It promotes respect, responsibility, fairness and reflection, helping students to understand the impact of their actions on themselves and others.

5.3 Healthy Schools

Prenton runs a healthy schools programme. Posters around the dining hall inform the students of the benefits of a healthy diet. To develop students' cultural awareness, a range of world foods are available. The canteen also holds specific theme days when a particular world food group is promoted to raise cultural awareness.

5.4 Citizenship

Delivered PSHE (Learning for Life) sessions and personal development days.

Citizenship is also enhanced by the wider Humanities faculty of History, Geography, and RE. Students have the opportunity to be part of Prenton Parliament and have opportunities to engage and lead in school life.

5.5 Curriculum Subjects

SMSC is embedded across the curriculum. For example, students explore different cultures through Art, Music and Food Technology; resilience, teamwork and fairness through PE; online responsibility and digital ethics through ICT; war, democracy, monarchy, civil rights and moral debate through History; inequality and global issues through Geography; and ethical questions linked to fertility and genetics through Science.

5.6 Field trips

Field trips and educational visits play an important role in enriching students' social, spiritual and cultural development. They provide opportunities for students to learn beyond the classroom, work with others, experience different communities, visit places of worship and deepen their understanding of history, democracy, faith and culture. Recent and planned examples include visits linked to Parliament, Westminster Abbey, the Tower of London, Liverpool Cathedral, local churches, Liverpool Chinatown and the Pier Head, as well as wider cultural visits to Barcelona, Poland/Auschwitz and the Bay of Naples. These experiences help students to develop a greater understanding of British values, cultural diversity, heritage, faith, remembrance and life in modern Britain.

5.7 Self-knowledge, self-esteem and self-confidence

Students develop these in a variety of ways throughout the school day, such as through participation in PE, cookery or performances in English, Music and Performing Arts.

5.8 Promoting fundamental British Values

Students are encouraged to accept responsibility for their behaviour through the embedded use of the school values and our behaviour for learning policy. Students will explore British Values through the new PSHE (Learning for Life) curriculum.

Membership of Prenton Parliament is open to all students and provides a powerful platform for student voice. Representatives are elected by their form groups, with officers chosen through a democratic process. Led by our dedicated SSLT Parliamentarians, students help shape school improvement through consultations, awareness campaigns and fundraising projects. Sub-committees focus on key areas such as rewards, wellbeing and inclusion, while promoting understanding, respect and tolerance of different cultures and faiths. Students also have

opportunities to engage with democracy beyond school through Wirral Youth Voice, Wirral Youth Parliament and visits to national institutions.

Students develop their tolerance for different cultural traditions and their own through RE and Humanities lessons. Students contribute positively to the lives of those living and working in the locality of the school and society through events such as charity work and school events. Our SSLT Faith and Culture Champions promote understanding, inclusion and respect across our school community. They lead awareness events and activities celebrating different cultures and faiths, alongside a student-selected fundraising project chosen through student voice.

5.9 PSHE (Learning for Life)

PSHE (Learning for Life) is timetabled and delivered by a team of teachers with the requisite skills, training and expertise.

Learning for Life makes a significant contribution to students' Spiritual, Moral, Social and Cultural development. Through a planned and age-appropriate curriculum, students explore identity, values, beliefs, relationships, equality, safety, wellbeing and life in the wider world. Lessons encourage students to reflect on their own views, understand and respect different perspectives, develop empathy and moral responsibility, and consider how their choices affect themselves, others and the wider community.

The curriculum also supports students' understanding of British values, citizenship, diversity, media literacy and respectful participation in school and society. This is further enriched through assemblies, form time activities, Personal Development Days, external speakers and targeted pastoral support.

5.10 Other extra-curricular activities

Prenton delivers a wide variety of extra-curricular activities to the students that serve a spiritual, social, cultural and moral purpose. Sports teams place an emphasis on social awareness and the morality of fair play. Prenton Theatre Company provides students with a range of opportunities for performance and we have a hugely successful Duke of Edinburgh scheme offering students bronze and silver entry. A range of opportunities to develop cultural capital are offered to students.

6 ROLES AND RESPONSIBILITIES

6.1 School lead

Subject Lead for Learning for Life has responsibility for coordinating and supporting the effective delivery of SMSC across the school.

6.2 Senior Leadership Team (SLT)

The Subject Lead for Learning for Life will periodically update the Senior Leadership Team on SMSC provision, developments and any areas for review.

6.3 Subject Leaders and Progress Leaders

Subject Leaders and Progress Leaders are responsible for supporting SMSC within their areas and ensuring opportunities are included where appropriate.

6.4 Class teacher/Form Tutor

Class teachers and form tutors promote SMSC through teaching, tutor time and daily interactions with students. Staff remain impartial when discussing religion, faith, politics, relationships and sexuality, and follow school guidance at all times.

6.5 Monitoring and evaluation

The school gathers feedback through student voice, staff discussion, parent/carer feedback, parents' evenings, stakeholder surveys and Prenton Parliament.

The Subject Lead for Learning for Life will monitor national and local SMSC guidance and update whole-school guidance when needed, with support from SLT. Updates will be shared with SLT in the first instance.

7 LINKS WITH OUTSIDE ORGANISATIONS

7.1 MEAS

Wirral's Minority Ethnic Achievement Service (MEAS) provides guidance and support in the teaching and learning of EAL students and also offers workshops and training to students in a variety of ways. For example, MEAS has trained our Prenton Parliament representatives in cultural awareness.

7.2 Let's Talk Wirral

Let's Talk Wirral provides workshops and guidance to help young people make informed, safe and responsible decisions about risk, relationships and personal safety.

7.3 Museums

The Humanities faculty provides opportunities for students to visit museums in Liverpool, helping them to develop their cultural awareness, historical understanding and appreciation of the wider local community.

7.4 Liverpool Cathedral

The school recognises Liverpool Cathedral, the Anglican cathedral in Liverpool, as an organisation that supports students' cultural, spiritual and religious understanding through relevant curriculum links and visits.

7.5 Positivity Club

The school works with Positivity Club to support students' wellbeing, confidence and resilience. Through targeted enrichment opportunities, students are encouraged to develop positive relationships, self-esteem, emotional awareness and strategies to support their own wellbeing and that of others.

7.6 Unilever and local organisations

The school continues to make use of appropriate local organisations, including Unilever where relevant, to support students' wider personal development, cultural capital and understanding of the world of work.

7.7 Holocaust Memorial Trust

The Humanities faculty uses appropriate Holocaust education links and resources to support students' understanding of remembrance, prejudice, discrimination and moral responsibility. This is complemented by relevant visits, including a recent Poland visit taking in Auschwitz and elements of the Holocaust and the Jewish experience.