



## HARTSBOURNE PRIMARY SCHOOL

Mission statement: 'Valuing Potential, Creating Opportunities'

### POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

This policy to be read in conjunction with all other school policies

#### POLICY REVIEW

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	JANUARY 2020	<b>DATE OF NEXT REVIEW:</b>	SEPTEMBER 2022
<b>MONITORED BY:</b>	SENIOR LEADERSHIP TEAM	TEACHING & LEARNING COMMITTEE	

#### RATIONALE

At Hartsbourne Primary School we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn, achieve and reach their full potential and this is reflected by our vision statement:

*'Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating **happy memories**.'*

At Hartsbourne we believe that there are three core attitudes running across all aspects of SMSC which we must nurture and encourage: (See also our British Values statement).

- self-awareness
- respect for all
- open-mindedness

#### AIMS AND OBJECTIVES

##### Aims

We aim to provide an education that gives pupils opportunities to explore and develop their own values and beliefs, spiritual awareness, standards of personal behaviour, attitudes towards other people, understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We will actively promote fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

##### Objectives

To ensure that all staff, pupils, parents and governors are aware of our values and principles and understand:

- The meaning of SMSC and the benefits it brings to our pupils.
- The role we all play in relation to SMSC development and implementation

All adults will:

- Promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.
- Model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.



## **CURRICULUM**

All curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development. Children will be taught to:

- Understand the need for rules
- Keep safe for the good of everyone.
- Differentiate between 'right' and 'wrong' in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Know what is expected of them and why.
- Develop an understanding of their individual and group identity and given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Develop a sense of social and moral responsibility.

Christian values, principles and spirituality, alongside the integrity and spirituality of other faith backgrounds, will be respected and explored in accordance with the Hertfordshire Agreed Syllabus for RE and the PSHE Association Scheme of Work. The diversity of spiritual traditions will be recognised, and pupils will be given access to (appropriate) alternative views.

All curriculum areas will seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health Education. Within all activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

### **Spiritual Development**

Children will be given opportunities to think about and try and understand the meaning of life and their experiences (including bereavement) and develop a sense of 'awe and wonder' at our world and the need to protect the environment we all live in. Spiritual development may be linked to religion or it may not.

### **Moral Development**

Children will be given opportunities to understand the difference between good and bad, right and wrong and know this may not always be the same as what someone else thinks. They will be encouraged to keep themselves safe in the real world as well as the virtual world

### **Social Development**

Children will be given opportunities to develop their understanding of how we all live as part of a community at local, national and international levels. They will learn about the skills and qualities needed to be a good community member and encouraged to think about the needs of other people and a concern for the disadvantaged. They will be taught about the importance of maintaining good relationships, of having empathy and following rules in order to live peacefully and happily together.

### **Cultural Development**

Children will be taught aspects of the identity, ideas, beliefs, values and traditions of people that we share our lives with and feel that we belong to as well as learning about the identity, ideas, beliefs, values and traditions of others. They will be given opportunities to recognise the value and richness of cultural diversity in Britain and develop respect for the different ways of life in our local community, in the UK and around the world.



## TEACHING AND LEARNING

Children will have opportunities to sustain their self-esteem and develop their capacity for critical and independent thought. Strategies will include:

- Fostering their emotional life and expressing their feelings.
- Experiencing moments of stillness and reflection.
- Discussing their beliefs, feelings, values and responses to personal experiences.
- Help to form and maintain worthwhile and satisfying relationships.
- Reflecting on and celebrating the wonders and mysteries of life.
- Developing the confidence to cope with setbacks and learn from mistakes.
- Opportunities to take the initiative and act responsibly with consideration for others.
- Teaching the skills needed to make informed and independent judgements.
- Emphasising the importance of sharing, turn taking, working cooperatively and collaboratively.

Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death, divorce, moving, illness and so on.
- Share thoughts and feelings with other people.

### **Practical activities will include:**

- Taking responsibility e.g. class monitors, Play Pals, School Council, House Captains.
- Encouraging teamwork and good sportsmanship in PE and games.
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres and to learn songs and play instruments from different cultures.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits and opportunities to hear and see live performances by professional actors, dancers and musicians.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, commemoration and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

### **Home School Links and Links with the wider community**

The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support our children. We will liaise with schools for effective transition of pupils in and out of Hartsbourne and all external agencies.

Visitors are welcomed into our school and links with local faith organisations, public library, other schools and businesses will be encouraged and maintained. The school supports the work of a variety of charities including The Royal British Legion, Help for Heroes, Norwood, Ark Hospice, Watford Homeless Trust, Bushey Red Trust, Red Cross, NSPCC and others.

## MONITORING AND EVALUATION

SMSC provision will be monitored and reviewed on a regular basis. This is achieved by:



- Learning walks from Subject Leaders, Senior Leadership Team, Governors.
- Work scrutinies.
- Discussions at staff and Governors' meetings.
- Audit of policies and policy reviews.
- Parent questionnaires and pupil voice (eg School Council and questionnaires)

### **Inclusion**

Our school mission statement 'Valuing Potential, Creating Opportunities' reflects our school ethos and approach to learning. We are committed to equality of opportunity regardless of race, cultural background, ability, sexual orientation or any physical or sensory disability. We believe that all pupils have a right to experience a positive environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

### **Related Policies**

**Able, Gifted and Talented Policy** ensures that all children are encouraged to reach their potential through extension activities and creative problem solving challenges.

**Anti Bullying, Positive Behaviour and Relationships Policies** : We believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role.

**Health and Safety Policy:** We ensure the learning environment, resources and activities are planned by staff to take account of all health & safety procedures. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

**Internet Acceptable Use Policy** - In common with most technologies, Internet use presents risks as well as benefits. The headteacher and IT coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents.

**Single Equality Scheme** states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

**Special Educational Needs and Disabilities Policy** stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

### **Whole School Safeguarding and Child protection Policy**

The purpose of our school's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children from maltreatment
- Prevent impairment of our children's health or development
- Ensure that our children grow up in circumstances consistent with the provision of safe and effective care.
- Undertake that role so as to enable our children to have optimum life chances and enter adulthood successfully.

Hartshorne Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.