



# **Hadley Wood Primary School**

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

<b>Date the policy came into effect</b>	<b>July 2020</b>
<b>Date of the next policy review</b>	<b>July 2022</b>
<b>Name of the person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors and parents</b>
<b>Date of issue</b>	<b>July 2020</b>

## Spiritual, Moral, Social and Cultural Policy

### Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

#### Rationale

At Hadley Wood School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide pupils with educational opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures within our society. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression.

Teachers always discuss with their class a code of conduct for the classroom, based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own actions and encourage independence. We will help the children to identify their feelings and, think these through, so that they are expressed in behaviour that is socially acceptable.

#### Guidelines

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned across the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between what is right and wrong, in so far as how their actions can affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.
- All adults understand their safeguarding responsibilities and will follow school procedures to ensure pupils' safety at all times, including when online.
- It is the school's duty to report and work with any child who may be exposed to radicalising influences. In our PHSE and Philosophy for Children lessons children will be encouraged to express their own views and if adults hear opinions that cause them concern these will be raised under the school's Safeguarding Policy.

## Aims

- To ensure that everyone connected with the school is aware of our values and how we wish to live by them.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.



## Values

	2019-20	2020-21
<b>September</b>	Respect	Hope
<b>October</b>	Ambition	Responsibility
<b>November</b>	Independence	Togetherness
<b>December</b>	Gratitude	Kindness
<b>January</b>	Consideration	Respect
<b>February</b>	Creativity	Fellowship
<b>March</b>	Equality	Justice
<b>April</b>	Kindness	Thoughtfulness
<b>May</b>	Confidence	Courage
<b>June</b>	Resilience	Sustainability
<b>July</b>	Calmness	Honesty

## Values

Hadley Wood is a recognised 'Values' school, acquiring reaccreditation in July 2019. At the end of the summer term we invite all children, parents, teachers and Governors to our annual 'Pupil's Parliament' to sit down in small groups to evaluate the impact of the values for the academic year, as well as discuss which values will enable us to move forward. We share our ideas and select the values that will facilitate the desired change for the coming school year. Each month we focus on a new value and think about how we can use it to make our school even better. Every value plays an integral part in our PSHE and Citizenship Education and each class will spend time discussing the value as part of their lessons throughout the curriculum. Values are also discussed in assemblies every day to promote understanding and reflection and evolve as part of the school ethos. At Hadley Wood School we aim and expect to see the 'Values in Action' from children, staff and all stakeholders.

## Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop a sense of security, well-being, worth and purposefulness

## **Moral Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of everyone
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and apply this in life
- Understand the consequences of their actions
- Show respect for the environment
- Make informed and independent judgements
- Develop a purposeful voice that is listened to
- Demonstrate how democracy works by actively promoting democratic processes such as school council

## **Social Development**

As a school we aim to promote opportunities that will enable pupils to:

- Gain the knowledge and skills to cope with the demands of 21<sup>st</sup> Century living
- Consider the needs of individuals and groups from a variety of social settings
- Socialise with pupils from different religious, ethnic and socio-economic backgrounds
- Examine their role in conflicts
- Increase their sensitivity to social justice and harmony
- Step out of their comfort zone and experience being part of unfamiliar groups
- Practise compassion
- Ask others to support their efforts to become socially aware

## **Cultural Development**

As a school we aim to promote opportunities that will enable pupils to develop their cultural capital to acquire skills and knowledge to prepare for future success in British society:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Develop a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and other cultural opportunities
- Promote the fundamental British Values of: Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with Different Faiths and Beliefs.
- Promote British values as outlined in the DFE document:

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

## **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas through collective worship (assemblies), circle time, Social Skills groups and Personal, Social and Health Education (PSHE)/Citizenship Education and Philosophy for Children, (P4C). We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, positive feedback, certificates and other means that highlight both academic and social achievements (please refer to our positive Behaviour for Learning Policy). Activities and experiences encourage pupils to reflect on the spiritual dimension of their learning and to recognise any challenges that there may be, to their own attitude and lifestyle.



**This policy should be read in conjunction with the following school documents:**

- PSHE / Citizenship Education Policy, including RSE
- Equal Opportunities
- RE Policy
- Collective Act of Worship Policy
- Behaviour for Learning Policy
- Anti-bullying Policy and Procedures
- Inclusion Policies
- Safeguarding and Child Protection Policy
- National Curriculum

**Date of Policy: July 2020**

**Review Date: July 2022 (or earlier if deemed necessary)**