



Policy for

SMSC

Hayfield Primary School

SMSC Policy

Our Vision and Aims

Our pupils will be happy, healthy and respectful individuals, with a positive attitude to learning and life. They will be resourceful, independent thinkers and have the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **Be happy and secure** - Know how to keep themselves healthy and safe.
- **Have good self-esteem** - Develop a strong sense of self worth, with the resilience and confidence to achieve success (and make mistakes!), develop own interests, strengths and talents, and fulfil potential.
- **Love learning** - Experience a rich, vibrant and engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their - thinking and a growth mindset.
- **Make excellent progress** - Make excellent progress across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **Be a good citizen** - Develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **Form positive relationships** - Know how to be a good friend – be caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and Music

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

Defining SMSC

Spiritual Development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform **their perspective on life** and their **interest in** and **respect for different people's faiths, feelings & values**
- sense of **enjoyment** and **fascination** in learning about **themselves, others** and the **world around them**
- use of **imagination** and **creativity** in their learning
- willingness to **reflect** on their **experiences**.

Moral Development

Pupils' 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** and, in so doing, **respect the civil and criminal law of England**
- understanding of the **consequences of their behaviour** and **actions**
- **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.

Social Development

Pupils' social development is shown by 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 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 pupils **develop** and **demonstrate skills** and **attitudes** that will allow them to **participate** fully in and **contribute positively to life in modern Britain**.

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage** and that of **others**
- **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**
- **knowledge** of **Britain's democratic parliamentary system** and its **central role** in shaping our **history** and **values**, and in continuing to **develop Britain**
- **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 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.

Aims

Through provision of SMSC we aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities and these opportunities for SMSC will be identified in teacher's planning. There will also be specific Citizenship, PSHE, RE and Circle Time activities planned to develop SMSC.

Practice

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Hayfield Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving 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
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes 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 bodies 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. This is done through collective worship, circle time, Citizenship and ASK/PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, jewels, Pupil of the Week certificates, visits to heads of house, stars and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Hayfield Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society

- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerate of those with different faiths and beliefs

Our school develops pupil social development by:

- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

This is shown in our Subject plans.

- Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:
- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of Citizenship, PSHE, Art, Music, RE, MFL, ECO & School Council

The Key Features of SMSC at Hayfield Primary School

Activities	Spiritual	Moral	Social	Cultural
Pre/ After school clubs				
Assemblies				
Charity support				
Competitions				
Themed days/ weeks Hayfield Book Day Values week				
Trips and excursions				
School Council/ HPKC				
ECO committee				
Enterprise committee				
Elections for House captains, Sports captains, School Council, ECO committee and Enterprise committee				
Representatives for School Council members, ECO committee and Enterprise committee				
Houses and House captains				
Sports teams and Sports captains				

Monitoring

Citizenship, PHSE, RE, Circle Time and subject planning will be evaluated by SMSC coordinator to monitor coverage of SMSC.

	Spiritual	Moral	Social	Cultural
Is SMSC evident when pupils/staff move around the school?				
Do classroom/corridor entrance displays reflect an SMSC environment?				
Does school website reflect SMSC ethos?				

Inclusion

Effective inclusion involves teaching a lively, stimulating SMSC that:

- builds on and is enriched by the differing experiences learners bring;
- meets all pupils' learning needs including those with learning difficulties, those who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious and non-religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

When planning, teachers need to provide opportunities for all pupils to achieve, including:

- boys and girls,
- pupils with special educational needs,
- gifted and talented pupils,
- pupils with disabilities;
- looked after children;
- pupils from different social, ethnic, religious, cultural and linguistic backgrounds.

(meeting the needs of all pupils; differentiation; personalised approach; equal opps (race, gender, disability); use of resources and teaching styles and approaches to include all)

Resources

RE Scheme of Work
ASK Scheme of Work

Links to other policies

RE Policy, PHSE Policy and Equality Policy

Policy Review

This policy was approved by the governing body on:

Review date	Signed by Chair of Governors	Signed by Headteacher