

Hiltingbury Junior School

SMSC Policy

Reviewed: October 2021



Committee Responsible	S&C
Member of School Staff Responsible	Emma Blissett
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INTRODUCTION

At Hiltingbury Junior School we understand that SMSC (Spiritual, Moral, Social and Cultural) has a significant role to play in developing a child - not just in their ability to learn and achieve but as individuals who are **prepared** for and are able to contribute positively to the world. We work as a whole school to **promote** these values which enable children to build their *own* set of personal values, showing respect for all groups of people and appreciating their own worth and the worth of others.

SMSC also plays an important part in developing lively, enquiring minds which know the difference between right and wrong. This is embedded in our daily lives at Hiltingbury through both our community values and learning values. We want our children to be responsible citizens of the future, taking their place in a rapidly changing society.

As a school community, we expect everyone to promote the teaching of fundamental British values. This can be seen through our Safeguarding Policy and also our school ethos, learning and community values. It is an expectation that we have not only our staff and governors but also volunteers and visitors. Our PDL and RE curriculum as well as our collective worship events are directly linked to British Values and provide opportunities and experiences for the children to discuss these values.

AIMS

We therefore aim to provide a curriculum that provides children with opportunities to explore and develop:

- their own self esteem and respect for others.
- confidence in themselves as individuals and citizens.
- high moral standards and personal conduct and behaviour.
- relationships built on trust, fairness, honesty, respect and tolerance.
- an awareness of their own spirituality and beliefs.
- an appreciation of diversity and social & cultural traditions and to celebrate these.
- their listening skills - to show respect for their peers and adults alike, especially when there is a difference of opinion or belief.
- their ability to ask questions and seek clarification about the world around them.
- conversations about their own experiences and feelings - in doing so, creating a safe environment to share these.
- their empathy for others.
- work collaboratively and cooperatively.

TEACHING AND ORGANISATION

SMSC has particularly strong links to Religious Education, Collective Worship and PDL. However, we recognise that the development in SMSC will take place across all curriculum areas. 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.

PROMOTING SMSC

At Hiltingbury, we consciously and deliberately facilitate and plan opportunities in the four areas of SMSC in the following ways:

Spiritual Development

Spiritual development enables people to look within, at our inner connection/relationships and appreciation of ourselves, others, the wider world and its beauty. It allows us to ask questions about life itself and includes beliefs which inform their perspective and that of others.

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

- Create a climate in which children can flourish, respect others and be respected.
- Develop their understanding of human feelings and emotions and the way in which they can impact people.
- Develop an understanding of their own emotions, how to express these and how this can help them feel in control of their lives whilst encouraging and developing their self-esteem.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Explore and discuss values and beliefs, especially those rooted in other faiths/religious beliefs.
- Experience moments of stillness and reflection.
- Develop their capacity for critical and independent thought.
- Form and maintain worthwhile and satisfying relationships.

Moral Development

Moral development is about knowing and understanding right from wrong and acting on it accordingly.

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

- Explore and develop moral concepts and values, across the curriculum.
- Develop an understanding of right and wrong in accordance with our behaviour policy - understanding rewards and sanctions that are necessary.
- Listen and respond appropriately to the views of others and to be able to challenge, accordingly, their own thinking.
- Take initiative and responsibility for their own actions and with the consideration of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Show respect for the environment and others.
- Make informed and independent judgments.

Social Development

Social development is about developing a set of skills and qualities that enable them to fully participate in their community and enable them to become a 'responsible citizen'.

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

- Encourage them to work collaboratively through group and paired activities; inter-house competitions; mentoring etc. as well as through sport to promote team spirit.
- Promote and learn about fundamental British Values (through all areas of the curriculum).
- Recognise acceptable behaviour through our school community values, learning values and behaviour policy.
- Recognise and reconcile tensions that may develop in class, friendships and in wider groups.
- Develop their skills of leadership by taking responsibilities for roles across the school.

Cultural Development

Cultural development is an essential part of a child's development. It is about supporting them in order to develop an understanding and appreciation of others' cultures, customs, beliefs and traditions. This diversity is something to be valued and celebrated.

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Developing an understanding and appreciation of the major world faiths and celebrating these.
- Develop an understanding of their social and cultural environment within school and outside of the school community.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Recognise and celebrate talents.

PROMOTING BRITISH VALUES

In accordance with the Department for Education, we aim to actively promote British values to ensure that our children leave school prepared for life in modern Britain. Children are encouraged to regard people of all backgrounds with the same level of respect and tolerance. They understand that while people may hold different views/opinions that all people living in Britain are subject to its law. These are reinforced regularly and promoted through our core community values and ethos; curriculum; collective worship, PDL/RE curriculum and behaviour policy.

The key values are:

- Democracy
- Individual Liberty
- Mutual respect and tolerance, and;
- Rule of law

Democracy

Democracy is an important part of our school. Children are able to apply for and then to elect their pupil voice leaders (House captains, Well being ambassadors and school council). There are opportunities for them to have their voice heard throughout the school by approaching a representative of a pupil voice group, teacher or senior leader. Each year, we celebrate Parliament week and have had our local MP, Steve Brine, in for an assembly. There are opportunities across the curriculum to debate important matters and to see them through.

Individual Liberty

Within the school, children are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make their own choices safely. Through anti-bullying and online safety, we educate and promote their rights and personal freedoms and advise how to exercise these safely. There are also a number of after school clubs and activities which the children can take part in.

Mutual respect and tolerance

Respectfulness is rooted in our school community values, chosen by the school community as a trait to be valued in society. We promote these values on a daily basis. Children understand that our community and learning values - alongside our behaviour policy - enables the school to be a safe place where there are rewards and sanctions. Children are taught about a range of religions, cultures and beliefs through our curriculum and collective worship. School trips and visitors from people of different faiths and backgrounds have helped build understanding and acceptance of all members of our diverse community.

Rule of law

Our community, learning values and behaviour policy underpin what is expected of the children within our school and this extends to our community as well. Children are taught about the rules and laws that govern us as well as the reasons behind them. They understand that these are in place to protect us and are enforced with consequences where necessary. We have regular visits to help reinforce this message, from the Police and Fire Service for example.

OUR SCHOOL COMMUNITY VALUES

Our school community values are unique to our school as they have been chosen by parents, staff, governors and children. We all believe that these values will support the personal, social and emotional development of every child in our school. We also believe that through working in partnership with the school community we share the responsibility together in supporting each child.

Our Community values are :

- **Respectfulness**
- **Kindness**
- **Honesty**
- **Equality**
- **Resilience**

We strive to share, encourage and model our values with our children to prepare and support their development at Hiltingbury and for their future.

OUR LEARNING VALUES

Here at Hiltingbury, our passion for developing the learning skills of our children is at the very heart of our curriculum. This ethos is embedded throughout the school and is reflected in the positive and passionate learning behaviours that our children display. Each and every member of our dedicated teaching team believe in and drive our 'WE CARE' learning values, which are carefully nurtured throughout our children's journeys at Hiltingbury.

Our Learning Skills stand for Working Together, Enthusiasm, Creativity, Ambition, Reflection and Enquiry

It is these positive and inspiring learning values that provide our children with the foundations they need to succeed: ensuring that each child embraces challenge and develops the desire to grow as learners. Our inclusive culture means that every child is supported to do this, nurturing their self-belief and determination to make strong progress.

The commitment of our staff, to care for and provide the best possible education for our children, shows no limits.

This, along with the support of our parents, makes us all proud to be members of the Hiltingbury community; where we believe that every child can and will fulfil their potential.

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local churches and other wider faith groups are fostered through assemblies and visits as part of the RE curriculum.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis.

This achieved by:

- The Headteacher, the Senior Leaders and Subject Leaders will oversee this policy and monitor the provision.
- Our governors on our Curriculum committee will be involved in SMSC development throughout the school.
- Monitoring of teaching and learning and work scrutiny by curriculum leaders.
- Leaders will monitor the resource provision and identify and address any curriculum developments.
- There are regular discussions at staff and governors' meetings.
- There will be regular audits of policies and units of study including the school's approach to collective worship by the SMSC and curriculum leaders

IMPLEMENTATION OF THE POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

NEXT REVIEW DATE: October 2024