

SUCCESS  AT



# Hallbrook Primary School

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

Approved/reviewed by	
Hallbrook Local Governing Committee 19 November 2024 v1	
Date of next review	November 2027
Publication:	Website-Operational

This policy is reviewed 3-yearly to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	October 2024	Headteacher (TB)	New Policy

## 1. Spiritual, Moral, Social and Cultural (SMSC) Development Policy Justification

**At Hallbrook Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education and environment that provides pupils with 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.

**SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Hallbrook Primary School and is an essential ingredient of school success.**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

**As a school we recognise the importance of these values because:**

- People, staff as well as pupils, achieve better when they feel valued;
- Our beliefs and values influence the way we behave and the community that we live in;
- Education is about the development of the whole person.

## 2. Statements

- 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 in each area of 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 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 right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and 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 teachers' planning and purchasing decisions.

### 3. Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- 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 now enrich our school community, local community and country.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### **Spiritual Development Aims**

As a school community 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.

### **Moral Development Aims**

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

- Recognise the unique value of each individual.
- 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.
- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development Aims**

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

- Develop an understanding of their individual and group identity.
- Learn about the value of service in the school and wider community.

### **Cultural Development Aims**

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

- Recognise the value and richness of cultural diversity in our school, local community and Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.

- Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions.

#### 4. Teaching and Learning

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Hallbrook Primary School will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

#### **Class discussions and reflective group time will give pupils opportunities to:**

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others’ needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, understanding, forgiveness and critical awareness.

#### **Many curriculum areas provide opportunities to:**

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different from themselves in terms of their personal beliefs, physicality, ethnicity and ability.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### **Extra-Curricular Activities**

Personal development is also enriched through a wide range of extra-curricular activities (e.g. Sport, Drama, Art, Mud Club) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

### **Personal Mentoring**

Children identified as vulnerable or needing additional support in their personal development spiritually, morally, socially and culturally are allocated time to meet with Pupil Support to meet their needs.

### **Links with the wider community**

- Visitors are regularly invited and warmly welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

### **Resources**

We will provide a wide range of resources as appropriate, these resources will be updated and enhanced through annual audits which will lead to the purchase of materials for particular themes.

### **Professional Development**

It is important to recognise any particular difficulties staff may have in delivering the curriculum and an annual review will determine any co-ordinator input or CPD which may be required.

### **SEND and Equal Opportunities**

Our school will aim to provide for children with Special Needs with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability grouping as appropriate.

### **Children with EAL needs**

We will try to ensure that children who have English as a second language will be given extra support in class, as necessary, either from teachers, support staff or their peers, to enable them to gain the knowledge, understanding and skills set out in the SMSC curriculum.

## 5. Monitoring

The Headteacher and class teachers continually monitor to ensure equality of provision across the year groups and to identify how effectively SMSC is being implemented in the school. This will be conducted through observation and discussion.

## 6. Links to policies

- **British Values:** Promotes fundamental British values through spiritual, moral, social, and cultural education.
- **Radicalisation, Extremism and Prevent Statement:** Encourages understanding and tolerance to prevent radicalisation.
- **Collective Worship:** Reflects on spiritual and cultural elements.