



Head of School: Mr P. Coiffait

School Policy

S.M.S.C

(Social, Moral, Spiritual, Cultural)

Co-ordinator: Debbie Fitton

To be reviewed on:

Governors adopted this policy on:

Signed by the Chair:



Learning Together

Learning for All

Learning for Life





SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC) POLICY

Introduction:

Hawthorns School regards the spiritual, moral, social and cultural aspect of education as the over-arching umbrella at the heart of the school curriculum that encompasses personal development across the whole curriculum and is a core entitlement for all pupils. It permeates every aspect of school life and through the school's SMSC curriculum British values are promoted.

SMSC curriculum requires schools to think about the kind of people we want to be, the kind of world we want to create and the kind of education we want to provide. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught in all classes and recognised and celebrated alongside academic achievement.

Our School provides a nurturing, caring environment where learning remains the key focus, but where a child's needs can be met to help them come to terms with, and overcome (where possible), the barriers that have limited their progress.

We aim to provide pupils with the necessary support and challenge to help them achieve their potential, both with their learning and with their personal and social development. We want our pupils to leave with high aspirations, a strong sense of self-belief, respect and tolerance for themselves and for others, and a solid foundation of learning upon which they can build a successful future.

SMSC Values Statement:

At Hawthorns School, we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to achieve and learn, and helps prepare them for the opportunities, responsibilities and experiences they will face throughout their lives.

The four areas of SMSC are:

Spiritual Development

- Using imagination and creativity in their learning
- Gaining an understanding of feelings and emotions and their likely impact
- Exploring and being reflective of their own beliefs and experiences (religious or otherwise)
- Understanding and building respect for the beliefs and values of others
- Experiencing moments of stillness and reflection
- Reflecting on, considering and celebrating the wonders and mysteries of life
- Developing curiosity in their learning

- Fostering an enjoyment and fascination in learning about themselves, others and the world around them
- Preparing pupils for the challenges of life beyond education

Moral Development

- Developing the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives both inside and outside of school
- Recognise legal boundaries and in so doing, respect the civil and criminal law of England
- Understanding the consequences of their behaviour and actions
- Recognising the unique value of each individual
- Developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the views of others on these issues.
- Taking initiative and acting appropriately with consideration for others
- Making appropriate and informed decisions and choices
- Showing respect for the environment

Social Development

- Developing and using a range of social skills in different contexts, for example working and socialising with other pupils including those from different backgrounds
- Developing a positive self-image and an awareness of individual rights and responsibilities
- Develop acceptance and engagement with fundamental British Values
- Learning to be effective communicators
- Helping others in school and the wider community
- Developing personal qualities valued in society e.g. honesty, consideration, independence, self-respect
- Developing appropriate leadership and accepting responsibility
- Forming and maintaining positive relationships
- Taking part in a range of activities requiring social skills
- Working co-operatively and collaboratively

Cultural Development

- Recognising the value and richness of cultural diversity in Britain and showing respect and attitudes towards different groups in society
- Understanding and appreciation of the range of different cultures in the school and further afield as an element of their preparation for life in modern Britain.
- Developing an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

- Recognising and valuing things we share in common across cultural, religious, ethnic and global communities
- Encouraging participation in and responding positively to a range of educational visitors, visits and experiences around art, music, sport and other cultural activities and events

At Hawthorns School we will support our pupils by providing:

- A stimulating, experience-based curriculum that is both appropriate and relevant and which will enable our pupils to make progress with their learning.
- A safe and secure learning environment.
- A consistent approach to the delivery of SMSC through the curriculum and the overall life of the school.
- Close liaison and working partnerships with parents / carers and other agencies involved with our pupils.
- Caring adults who are good role models and who promote expected behaviour, treating everyone as unique and valuable individuals and showing respect for pupils and their families.

Where can you find SMSC in our school?

Opportunities are created for the development of Spiritual, Moral, Social and Cultural Development through

- the curriculum as a whole
- the RE and PSHE curriculum
- Circle time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice
- Special days- fundraising cultural experiences

These opportunities reflect the culture and the ethos of our inclusive school, and will offer individual, group or whole school experiences designed to aid and strengthen the personal and social development of each of our pupils:

- **Spiritual is evidenced by** : RE curriculum and class worship times-Worship and welcoming and accepting the spiritual beliefs of others within our community - Visits to places of worship- Assemblies and seasonal celebrations (Harvest/ Christmas/ Easter)- Celebrating the wonders and mysteries of life-PSHE / SEAL and circle time

activities-Dinnertimes start with a collective prayer-Cultural experiences and important events from other faiths-Visitors to school- Outdoor learning - Forest School -appreciation of the awe and wonder of the world around them - Residential visits - Singing assemblies - Opportunities to reflect on their experiences -

- **Moral is evidenced by** : PSHE Curriculum - Age appropriate responsibilities - Circle Time - Anti- Bullying week - Whole school assemblies and school values - Voice of the Child - Class Monitors - Pupil Council - Positive Behaviour Plans - Charity appeals - PSHCE Curriculum - After school clubs - Class rules. - Rewarding expressions of moral insights and good behaviour e.g. Achiever of the week - Personal behaviour targets - strong emphasis on social and moral development-Behaviour expectations and strategies-Anti-bullying week-Looking at actions with a moral dilemma and discussing them to develop understanding-Teaching right from wrong and making independent judgements-Promotion of fair play – following rules in class/school/PE
- **Social is evidenced by:** . High staffing levels to support social interaction - Older children supporting younger ones-Consistent behaviour strategies with clear consequences and rewards -Inclusion within and outside school-PE lessons – activities that teach working together- Educational visits. -Pupil voice – Eco Council - School council- Social opportunities -Circle Time -Snack and Dinner times-Playtimes, Starblazer clubs ,opportunities to promote turn-taking and social interaction- Sports Council – PSHE/ SEAL curriculum -After school clubs - Transition visits – Inclusion- Charity support, e.g. Children In Need & Comic Relief - Residential visits - School productions – Playground Leaders and Sports Ambassadors- Sports Days- Educational visits
- **Cultural is evidenced by:** Visits to Art Galleries, Art and Music events - Visits to Library -Book Days/Week - Visiting Authors - Musical Performances - Theatre visits and trips - School trips to museums etc - Forest School - Opportunities to take part in school productions/performance - Anti-Bullying week - Visits from people from different Cultures - Dance workshops - Sports Days/Week

This policy follows Ofsted Inspection Guidance 2019.

This policy should be read alongside the following policies:

- British Values Statement
- Prevent Duty
- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying
- PSHE
- RE

Updated Spring 2020

