



HYLAND HOUSE SCHOOL

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

Ratified by governors Sep 2023

Review date: Sep 2024

SMSC Statement

This document outlines the overview of SMSC provision at Hyland House Seventh-day Adventist Primary School.

Every subject area promotes the development of reflective and perceptive students. We ensure that all opportunities are taken to develop collaborative, harmonious and trusting relationships between all, that will support and develop long term success for students.

We will create an environment of high expectations, aspirations and self-belief for everybody involved in our school. We aim for our young people to be self-confident citizens and entrepreneurs of the future. We recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Introduction

Our aim is to provide a safe, caring and happy environment where there is an opportunity to grow spiritually, morally, culturally, mentally and physically to ensure mutual respect and understanding. All members of the school community are encouraged to develop into responsible citizens through the implementation of British Values. British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

There is no set programme of study for the teaching of SMSC, rather it is a range of opportunities that are provided by the whole school and across the whole curriculum that fosters the importance of developing all pupils to be the life-long assets to their community that we expect of every child at Hyland House.

All adults understand the importance of SMSC and ensure that the outcomes that we desire at Hyland House are delivered throughout the school; ensuring that our ethos of SMSC education is well delivered.

Social Development

Ofsted describe this to be: •

- The ability to use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- A willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.
- Having an interest in, and understanding of, the way communities and societies function at a variety of levels.

At Hyland House, our interpretation of this relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

CONFLICT, SKILLS, AUTHORITY, SOCIAL-SKILLS, COUNSELLING, SELF-RESPECT, RIGHTS, SOCIALISING, HONESTY, ADVICE, NATIONALITY, FAMILIES, PROPERTY, COMMUNITIES, TEAM, INTERDEPENDENCE, DEMOCRACY, SOCIETIES, CONTEXTS, DEBATE, INCLUSIVE, RESPONSIBILITIES, BEHAVIOURS, VALUES, THOUGHTFULNESS, LEADERSHIP, REFLECTION, SENSITIVITY, AMBITIOUS,

Moral Development

Ofsted describe this to be: •

- The ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.
- Understanding the consequences of their actions.
- An interest in investigating and offering reasoned views about moral and ethical issues.

At Hyland House, our interpretation of this relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

JUDGEMENT, WELFARE, JUSTICE, RIGHT AND WRONG, PROMISES, CONFLICT, TRUTH, MORAL-VIRTUE, INTEGRITY, DISCRIMINATION, CONTRACTS, INTERESTS, VIEWS, COMMUNITY-VALUES, CULTURES, DILEMMAS, FEELINGS, CONSEQUENCES, FAIRNESS, MORAL-CODE, RESPECT, RESOLUTION, ETHICAL-ISSUES, ENVIRONMENT, KNOWLEDGE, RELATIONSHIPS, ROLE-MODELS, RACE, CARE,

Spiritual Development

Ofsted describes this to be:

- Having beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for other people's feelings and values.
- Having a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- The use of imagination and creativity in their learning.
- A willingness to reflect on their experiences.

At Hyland House, our interpretation of this is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures...

LOVE, FASCINATION, INTEGRITY, VALUES, INTERDEPENDENCE, RELIGIOUS,

NON-RELIGIOUS, BEAUTY, FEELINGS, IMAGINATION, EMPATHY, HAPPY, PERSISTENCE,

BELIEFS, SELF-CONFIDENCE, EXPLORE, RESPECT, ORDER,

SAFE AND SECURE, GROW, WONDER, CREATIVITY, ENJOYMENT, HARMONY, EMOTIONS,

TRUTH, INSIGHT, REASON, AWE, REWARDS, STUNNING, ENGAGING,

Cultural Development

Ofsted describe this to be:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- A willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- An interest in exploring and having an understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

At Hyland House, our interpretation of this is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

TALENTS, PARTNERSHIPS, ENCOUNTERS, ARTISTIC, TRADITIONS, DRAMA,

HERITAGE ARTS, SPORTS, LITERATURE, TECHNOLOGICAL INFLUENCES, NATURE,

ENRICHMENT, CONCERTS, MUSICAL, MUSEUMS, SCIENTIFIC, NATIONAL, EQUALITY,

FOREIGN EXCHANGES, GALLERIES, DIVERSITY EXPERIENCE, ATTITUDES, GLOBAL,

DIGNITY, LOCAL, CREATIVE, COMMUNITY VISITORS,

Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

- Pupils play together in group games and imaginative play on their own and with adults.
- Children enjoy time together: learning, assembly, playtime, PE, mime, Praise Team
- The PSHE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Children learn to be effective communicators through the opportunity to present assemblies, Christmas productions, graduations etc
- Educational visits, including swimming.

Moral

- There is an agreed 'Houses' reward system in place so that all children can earn prizes for good behaviour as well as academic achievement. The prizes are handed out at weekly special assemblies so that everyone shares in the success.
- Staff are supported and ideas are shared to deal with issues such as difficult behaviour.
- Behaviour plans are agreed and implemented.
- The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.

Spiritual

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Mealtimes start with a collective prayer led by a member of staff or one of the children.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, visiting a planetarium in Science work on the Earth and beyond.

Cultural

- There are regular celebrations of religious festivals over the year including harvest, Christmas, Easter, Chinese New Year, graduation.
- Geography and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

Where you can find SMSC in Hyland House School...

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities (currently suspended)
- Educational visits
- Pupil Voice (Student Council)
- Special days (fundraising, cultural experiences and immersion days)

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Feeding the Homeless, Macmillan Cancer Research . We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches (eg Tottenham

Hotspurs). We believe it is important to facilitate opportunities to be part of the community (pupils share World Book Day with members of the local home for the elderly).

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

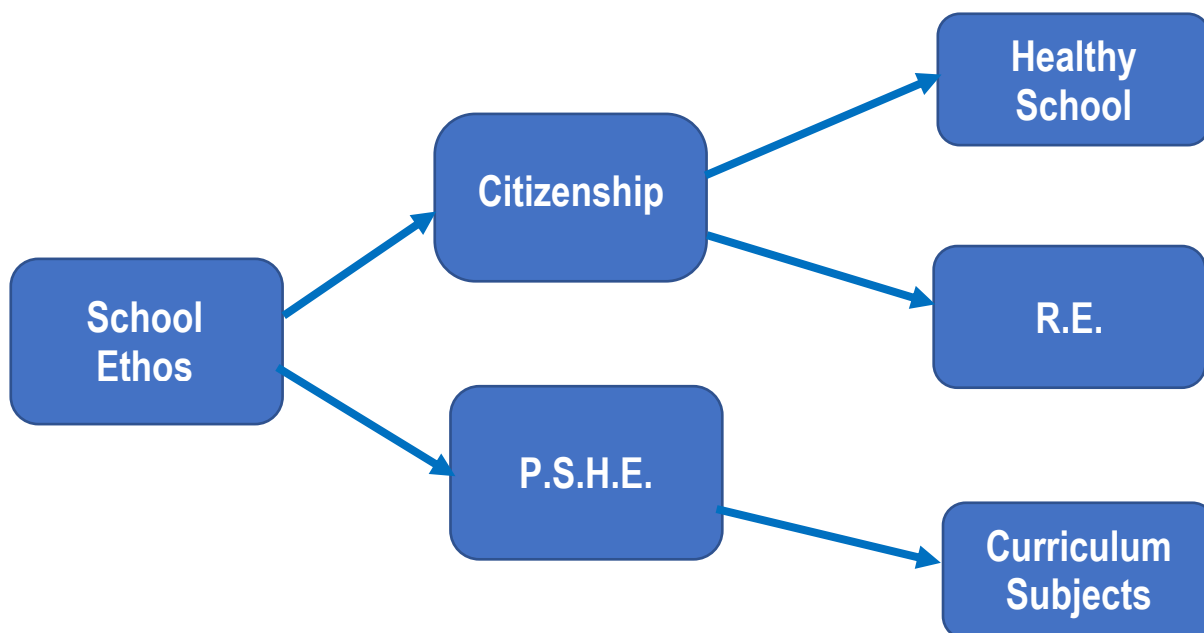
Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited local places (Bruce Castle, Tottenham Hotspurs Stadium, the local grocers, local post office and park). As a school, we take part in sporting activities which helps to instil 'fair play' and promote a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Hyland house are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

SMSC Provision



School Ethos includes:

- Mission Statement
- Codes of conduct, school rules and expectations of behaviour in and outside the classroom

- Pupil voice and school council
- Awards and merits
- Leadership and Management

SMSC Policy Citizenship includes:

- Responsibilities and representation
- Diversity of our school community, local and wider communities
- Critical thinking and enquiry
- Taking informed and responsible action

PSHE includes:

- Critical reflection, discussion and debate
- Decision making and managing risk
- Developing relationships with a range of other and working together
- Building confidence to be with others, talk and share tasks
- To be able to give and take advice from others

RE makes a unique contribution to SMSC development:

- **Spiritual** – helps pupils consider and respond to questions of meaning and purpose in life and to consider and respond to questions about the nature of values in human society.
- **Moral** – helps pupils to consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching and enabling them to make responsible and informed judgements about religious and moral issues.
- **Social** – helps pupils develop their sense of belonging and identity, and by preparing them for life to be a responsible citizen in an increasingly diverse society.
- **Cultural** – helps foster pupils' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths.

Healthy School includes:

- Support and promote healthy behaviours
- Reduce health inequalities
- Promote social inclusion
- STARS
- Healthy eating
- Physical activity
- Emotional well-being
- Involvement in competitive sports and activities

Curriculum Subjects – all subjects have a role to play in developing SMSC. The characteristics of effective learning, promoted in the Early Years, are replicated across the whole school curriculum:

- Planning and Exploring – being willing to 'have a go'.
- Active learning and motivation – being involved and concentrating, perseverance, enjoying achieving
- Creating and thinking critically – having and developing their own ideas, making links in their learning, choosing ways to complete tasks and recognising when they have been successful.

The whole curriculum also includes further opportunities:

- Socialising and mixing with others at playtimes and dinner times.
- Assemblies
- Fundraising events
- Awards and Merits
- Participation in school life – after-school clubs
- Church links
- School Council
- Class assembly and performances
- Working with others
- Visits out and visitors in.

Desired Outcomes:

We believe that education must prepare children for the future; equipping them with the skills that will improve their life chances. We provide a curriculum which enables all learners to improve the quality of life that we share in an ever-expanding community

Hyland House is an outstanding learning community committed to excellence. We deliver an engaging whole school curriculum that excites and motivates all learners to be the best that they can be, to have the resilience to keep trying, the confidence to achieve their goals and contribute positively to build a respectful and compassionate society.