Red Hall Primary School

SMSC Policy

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Aims and objectives

At Red Hall Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

We closely link SMSC with our PSHE scheme of work.

We have an agreed set of non-negotiables for our children which they must experience during their time at Red Hall Primary School. These are:

Non-Negotiables for ALL our children

Play / Taught / Perform a tuned musical instrument

Theatre visit

Participate in community event both in and out of school

Take part in a performance

Take part in a sporting competition to represent school

Outdoor experience

Residential experience

Involvement in a charitable event

Visit a gallery/ art exhibition

Visit a museum

Visit a religious building / religious speaker

Experience live music

Cross-phase experience

| Experience of other culture |
| Curriculum enhancements |
| Local History study |
| Remembrance |
| Wider world – diversity (Global Learning) |

Definitions
Spiritual Development
Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in** & **respect** for **different people's feelings & values**
- sense of **enjoyment** and **fascination** in learning about **themselves**, **others** and the **world around them**, including the intangible
- 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**
- understanding of the **consequences of their actions**
- **interest in investigating**, and offering **reasoned** views about, **moral** and **ethical 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 socioeconomic backgrounds**
- **willingness to participate** in a **variety of social settings**, **cooperating well with others** and being able to **resolve conflicts** effectively
- **interest in**, and understanding of, the way **communities** and societies function at a variety of levels

Cultural
Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**
- **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 cultural diversity** and the extent to which they **understand, accept, respect and celebrate diversity**, as shown by their **attitudes** towards **different religious, ethnic and socio-economic** groups in the **local, national and global communities**

At Red Hall Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

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 as well as specific PSHE, RE and Circle Time activities.

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 Red Hall 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 and the 6 values that the school actively promotes.
- 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:

- Promoting racial, religious and other forms of equality through collective worship and global learning.
- 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 through awarding a Star of the Week certificate in celebration assembly.
- 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, PSHE and RE lessons and, if needed, time with the Learning Mentor either in small groups or individually. We also have a school counsellor. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements.

Social Development

At Red Hall 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

Our school develops pupil social development by:
- 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 in lessons and in outside learning.
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship.
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions and performances.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process such as School Council and "mock" elections.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as sports ambassadors, house captains and school council reps.

- 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 Foundation Medium Term 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

Monitoring and review
The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;

- Gives the Headteacher and Governing Body an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;

- Speaks to the children about different elements of SMSC and uses this to inform future planning.

- Uses specially allocated time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

The Key Features of SMSC at Red Hall Primary School

Activities	Spiritual	Moral	Social	Cultural
After School Clubs				
Assemblies				
Charity Support				
Competitions				
Library, celebrate diversity				
Learning walks				
Themed Days/Weeks				
Trips and Excursions				
School Council Involvement				
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?				

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

- Before each new topic, teachers identify and include pupils' ideas.
- Each class has 2 School Council representatives. The School Council meets regularly. Before each meeting, the class reps invite pupils to share anything for the agenda. Reps then feedback to their classmates.
- The SLT regular carry out questionnaires on teaching, curriculum and behaviour.

Appendix 2

Spiritual, Moral, Social and Cultural (SMSC) Development at Red Hall Primary School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Red Hall Primary School, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Red Hall Primary School
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	- Regular collective worship topics for Key Stage 1 and Key Stage 2: Please see collective worship timetable. - collective worship timetable recognises key festivals in all religions and special days. -RE curriculum using Locally Agreed Syllabus - Harvest Festival celebrated - Christingle service at St Andrew's church - Carol service with families in school
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	- RE Curriculum discussions. - Show and Tell in EYFS and KS1 where children explain what they have done when not in school. - Celebration Assembly where children's achievements are celebrated. - Encouraging pupils to share their beliefs with their classes and during collective worship.
Encouraging pupils to explore and develop what animates themselves and others.	- RE Curriculum - PSHE curriculum - School intends to launch P4C sessions across both Key Stages - Global learning elements throughout all the topics across school.

Encouraging pupils to reflect and to learn from reflection.	- Expectations and Choice Framework - Charity and fundraising events –Macmillan cancer, Children in Need, Red Nose Day, Water Aid, Help the Heroes, Comic Relief - Regular Collective Worship - Collective worship led by Rev Mark East from the local Anglican church and Morvyn Sanderson from the Methodist circuit. - RE planning and curriculum; knowledge and response
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	- RE planning and curriculum - PSHE curriculum - Circle time. - Global learning - Expectations and Choice Framework
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	- Explicit teaching of manners and politeness for pupils and staff - Expectations and Choice Framework -Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in each room - School Council; regular meetings
Promoting teaching styles which: -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	- Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning, during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Whole school CPD programme on Global learning

M ORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	- Expectations and Choice Framework with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Star of the Week, PE Star of the Week and Writer of the week and recognised in Fantastic Friday Assemblies. - Whole school house point system with House Captains
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.	- Global Learning Primary Curriculum - Global learning in each topic across all school - Trips organised with Religious theme studying different faiths - RE planning - Expectations and Choice Framework - School Council

Developing and open and safe learning environment in which pupils can express their views and practise moral decision-making.	- E Safety Computing planning - Bullying lessons, assemblies and awareness in PSHE and during Anti Bullying Week.
Rewarding expressions of moral insights and good behaviour.	- Positive praise - House points system with House Captains; - Celebration assembly with Star of Week certificates - Termly Reading Prizes for regular reading - Writer of the Week awards - Lunchtime behaviour slips that reward positive behaviour - Termly Attendance Awards - Lunchtime club which rewards positive behaviour -"Marvellous Me"s sent home o parent/carers to share the celebration of positive news
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	- Reinforcement in Assemblies – children very clear on expectations - Winning house or winners of class bonus have "treat afternoon". - E Safety Computing planning and policy
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	- RE planning and curriculum - PSHE curriculum - Global Learning planning in each topic
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	- Expectations and Choice Framework with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 House Captains, Sport Ambassadors and Playground pals. - Eco club, looking after the school's garden beds.
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	- Whole school, Key stage and Class Assemblies – see assembly timetables - Visitors as part of the collective worship including Rev East from local church - See curriculum planning involving Global learning
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	- School mission statement posters displayed in front entrance – Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.

SOCIAL

Identifying key values and principles on which the school community life is based.	- Expectations and Choice Framework - Consistent whole school Rules
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	- Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, - Family learning through parental talks
Encouraging pupils to work cooperatively.	- School Council - Talk Partners during class discussions - Eco School Club - Regular competitive sporting events - Fundraising Events - Playground pals - Sports Ambassadors organising whole school Houses sport competitions - House Captains and encouraging others in Celebration Assembly.
Encouraging pupils to recognise and respect social differences and similarities.	- PSHE and Global learning elements when challenging stereotypes.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	- Christmas Productions EYFS, KS1 and KS2 - Christmas Carol Concert - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences in Year 4 and Year 6
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	- RE planning and curriculum - PSHE curriculum - School involvement in community events such as remembrance, litter picking - Look at moral issues through Global learning curriculum.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	- Whole school assemblies on aspirations, talents and targets.

Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	- Pupils elections and democratic vote for School Council Children write own speeches for Council Pupil training for Playground pals and Sports Ambassadors - Involvement in Senior Leader Interviews - Mirror General election with school's own election - <mark>Pupil voice on selection of House Captains</mark>
Providing opportunities for pupils to exercise leadership and responsibility.	- School Council involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as sports ambassadors, Digital Leaders and playground pals. Have various responsibilities.
Providing positive and effective links with the world of work and the wider community.	- Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks. - Student teachers - Busy Readers - Enterprise fair at local business centre (Lingfield Point) - Year 5 and 6 career fair

CUL TURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	- Global Learning curriculum; fairtrade / Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	- <mark>Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt</mark> - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	- Differentiation in planning to challenge pupil's learning.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- Children participate in Global learning opportunities each term. - Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance projects centred around a given theme - Visiting artists to work with the children - KS2 have access to wider opportunities for instruments, including brass Poetry

Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	- Makaton Friendly EYFS - Specialist Music PPA teacher and Tutor for Year 5 - Yearly theatre trips for all year groups - Gallery visits and involvement in Arts projects -
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	- School's creative curriculum. Plan exciting thematic topics with cultural links and Global learning elements in each. - School has Global Leader who suggests Global elements in topics