



**St Hugh's School**

*SMSC Policy*

## SMSC

### **1. Rational**

The spiritual, moral, social and cultural development of the child, incorporating the acceptance of and engagement with British values is recognised as being of fundamental importance for the education of all children by Governors, staff and parents/carers of our school. It is taught through all subjects of the curriculum and in particular RE and PHSE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

### **2. School Ethos**

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The ethos is based on the principles of 'Learn, Believe, Achieve, Together'. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

### **3. Spiritual Development**

Spiritual development is relevant to all children, not only those who come from Christian homes.

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others
- In this way, spiritual development encourages
- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer.
- Posing questions that encourage children to consider issues of meaning and purpose.

- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in RE, Collective Worship and the Creative Arts. As a school, we value opportunities presented within the Science, DT and Mathematics curriculum.

#### **4. Moral Development**

This relates to the child's developing understanding of what is "right", "wrong" and "fair". The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realize that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary, within school and society and how English laws reflect the morals within society and how they contribute to these.
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by:

- Accepting proper authority.
- Showing respect to all adults in school e.g. Teachers, Teaching Assistants, Office, Lunchtime and Caretaking Staff.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self-esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions. (Having a consistency in the approach of staff).
- Opportunities to promote moral development will be provided during Circle Time and the School Council.

At our school our Moral Code is underpinned by belief in:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline
- We will not accept:
- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

### **5. Social Development**

Social development is about young people working effectively with each other and participating successfully in the community in which they live. This involves developing skills and personal qualities necessary for living and working together and maintaining successful relationships, participating in and contributing to life in modern Britain. It is about functioning effectively in a multicultural society and showing respect to all. It involves knowledge and understanding of society in all its aspects. This includes: understanding people; society's institutions, structures and characteristics; economic and political principles and organisations and roles and responsibilities of life as a citizen, parent or worker in a community.

The School will promote social development through:

- The modelling of positive social behaviour by all staff to help students to develop personal qualities that are valued in our society.
- Promotion of a sense of belonging to a community with inclusive values both within school and with the wider community.
- In school:
- Pair and group work is encouraged in classrooms
- Participation in a variety of clubs
- Buddy scheme at break
- Residential visits
- In the wider community:
- A variety of visits and visitors
- Participation in sporting events
- Work experience
- Industry days
- Encourage students to recognize and respect social differences and similarities and become more aware of their own culture. This is taught and opportunities arise in all curriculum areas, in particular PSHE and RE.
- Provide a framework to understand and debate social issues across the curriculum.
- Provide opportunities to be involved in the democratic process, for example through elections for the School Council and learn about and respect the democratic processes and laws in England.
- Provide opportunities for students to exercise leadership and responsibility.

## **6. Cultural Development**

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. They also need to understand and respect public institutions and services in England. This will help children to answer the questions "Who am I" and "Where do I fit in?" We need to remember that cultures are dynamic and are constantly being re-shaped.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Opportunities to nurture the cultural development of the child exist in all creative areas - PHSE, RE and collective worship.
- Collective Worship
- In Collective Worship children will be given the opportunity to: be part of a community, think about the needs of others and explore and share beliefs

## **7. Review**

This policy will be reviewed in two years time or sooner if changes in legislation or feedback necessitates.