



St. Hilda's C of E Primary School SMSC Policy



School Context

We are a larger than average Church of England, Voluntary Aided Primary School with Nursery provision serving a predominantly Bangladeshi community. We have strong links with our local community through parents and our governing body. The school's church links contribute a valuable dimension to its Christian ethos. There are effective links with church and parish and the local mosques and madrassas which enrich pupils' religious, spiritual, moral and social education

Mission Statement

At St. Hilda's School we work together with parents and the wider community to be healthy, happy, respectful citizens.

Aims and Values

We provide a safe, happy and nurturing environment where children thrive and achieve their potential. The Social, Moral, Spiritual and Cultural (SMSC) development of our pupils is placed at the heart of school life with an emphasis on working together and making a positive contribution to the world we live in. We promote the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; paying particular regard to the **protected characteristics** set out in the Equality Act 2010.

Spiritual Development

Our aims for pupils' spiritual development are:

- to encourage pupils to be reflective about what they believe;
- to help pupils to develop respect for different people's faiths, feelings and values;
- to provide enjoyable learning opportunities that inspire awe, wonder and fascination at the world around us;
- to foster imagination and creativity in pupils' learning;
- to encourage pupils to reflect on their experiences.

We achieve this by:

- providing a broad and balanced curriculum that promotes the celebration of skills, creativity and imagination.
- providing opportunities for reflection, discussion and prayer through daily Collective Worship time.
- making links with our wider community through school linking, educational visits and family learning activities.
- providing pupils with opportunities to participate in sports, visual arts, music and performance outside of their normal learning time.

- regularly taking children on out-of-school learning experiences including residential visits, and places of worship.
- providing time for whole class Collective Worship when pupils will be invited to respond to Christian stories and values.

Moral Development

Our aims for pupils' moral development are:

- to help pupils recognise the difference between right and wrong in their every day lives, and to develop a respect for the law of the country we live in;
- to encourage pupils to reflect on the consequences of their behaviours and actions;
- to encourage pupils to offer their thoughts and opinions on important issues, and to respect the opinions of others;
- to promote equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (Inclusion policy, Equal Opportunities policy, SEN policies).

We achieve this by:

- making sure we all understand our Golden Promise rules and why they are important;
- encouraging pupils to resolve conflict, especially through our Playtime Buddies who help us all to get along together;
- using Kagan throughout school which encourages turn taking, equal participation and an appreciation for other people's views;
- promoting respect for democracy, human rights and English law through educational visits, visitors, debates, democratic elections and our Collective Worship themes;
- listening to pupils' views carefully through our school council, eco council and sports council and through in-class opportunities for sharing thoughts, ideas and opinions about our school.
- providing a safe environment for pupils to have open and honest discussions about a range of moral issues, particularly during Collective Worship and RE sessions.

Social Development

Our aims for pupils' social development are:

- to encourage pupils to interact positively with each other and with people of other cultures, faiths and backgrounds;
- to enable pupils to participate in many different social settings including volunteering and charity work;
- to help pupils understand how to resolve conflicts and to co-operate well with others;
- to promote the importance of democracy, law and individual liberty;
- to promote mutual respect and tolerance of people with different faiths;
- to encourage pupils to participate in and contribute positively to life in Britain.

We achieve this by:

- making positive links with the local and global community through our linking projects (both in Oldham and abroad);
- using Kagan structures throughout teaching and learning which makes sure we share ideas and work together.
- encouraging pupils to be part of school councils and clubs and intra-school competitions.
- providing opportunities for pupils to volunteer locally, fund-raise for charity, and visit places of local importance.
- providing opportunities for families to work and learn together.
- encouraging pupils to enjoy spending time together, to help each other and to behave with respect.

Cultural Development

Our aims for pupils' spiritual development are:

- to help pupils to understand and appreciate the cultural influences that shape them, and the wide range of cultures that shape the country we live in.
- to prepare pupils for life in modern Britain, including understanding the values, systems and history that make our country special.
- to encourage pupils to take part in a wide range of cultural, artistic and sporting activities.
- to promote acceptance, tolerance and understanding of the beliefs and cultures of all people.
- to celebrate our similarities and differences; in school, within the local community and around the world.

We achieve this by:

- learning about the values and traditions of diverse cultures through the International Primary Curriculum, Primary Foreign Languages, Collective Worship and RE.
- celebrating religious festivals both from the Christian calendar and those of other religions.
- providing a wide range of artistic, sporting and cultural activities in our out of hours clubs.
- getting to know pupils from different cultures and backgrounds through our local and international school linking projects.
- exploring the history, culture and parliamentary systems of our own country through our IPC topics, history lessons and educational visits.

Monitoring and Evaluation

SMSC development is evident throughout all school life at St. Hilda's. Evidence is recorded in the form of classroom observations, Collective Worship records, displays, work scrutinies, the school website and the SMSC evidence file. This evidence is monitored, evaluated and its impact measured by the SMSC co-ordinator in partnership with the head teacher and governing body.

Completed by S. Hawthorne, updated Sept 2017

Review: Autumn 2018

Definitions

SPIRITUAL

Pupils' **spiritual development** is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

MORAL

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

SOCIAL

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 socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

CULTURAL

Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

