



SMSC Policy

Hyrstmount Junior School

Approved by: Local Governing Board

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Reviewed by: Head Teacher

Principles of SMSC Education

Spiritual, Moral, Social and Cultural Education is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE, RE, Race Equality, Disability and Equal Opportunities. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation at Hyrstmount Junior School that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and to respect and support participation in the democratic process
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions

and ways of life while challenging opinions or behaviours in school that are contrary to British values

- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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

Aims for Spiritual Development

- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

Objectives for Spiritual Development

- To develop the skill to use all ones senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence

How it is evidenced

RE curriculum plans that include a multi-faith

approach Visiting places of worship

Whole school themed assemblies and celebrations of school values (e.g.

Golden Assembly) Outdoor learning activities

Residential visits

Eid, Harvest, Christmas and Easter

celebrations Nurture groups

Visits from faith groups

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. We work towards an understanding of what is right and wrong. From this basis, pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

Aims for Moral Development

- To understand the principles lying behind decisions and actions

- To be able to distinguish between right and wrong and to respect the civil and criminal law in England.
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

How it is evidenced

Regular reviews of

behaviour Nurture groups

Celebration of children's achievements in Golden

Assembly Anti-bullying activities

E-Safety teaching

Whole school assemblies and the explicit discussion of school values

Child participation in a range of pupil groups e.g. School Council, Sports

Leaders

Charity appeals

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively and collaboratively with others
- To use own initiative responsibly
- To understand our place in our family, school and society
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Objectives for Social Development

- To share emotions such as love, joy, hope, anguish and fear
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking

- To realise that every individual can do something well and have something to offer

How it is evidenced

Pupil groups including: School Council, Play Leaders

Residential visits in year and 5 and 6

Educational visits

Afterschool clubs including: netball, football, hockey, athletics,

gymnastics, ICT club Transition visits

Participation in charity support: Children in Need, Red Nose Day,

Batley Food Bank Participation in sporting events

School house sports and house

competitions Outdoor learning

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background.
- To challenge opinions or behaviours in school that are contrary to British values
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our British society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

How it is evidenced

School visits to museums and galleries

Opportunities to take part in school productions

/Performances Visits from people of different faiths

and cultures

MFL

teaching

Sports Day

Diversity of learning from different cultures in RE curriculum

Special assemblies celebrating events/festivals from

different cultures Participation in World Book Week

Promoting SMSC through the curriculum

ENGLISH contributes to SMSC development through:

Developing confidence and expertise in language, which is an important aspect of individual and social identity;
Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

MATHEMATICS can provide a contribution to SMSC by:

Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures.

SCIENCE contributes to SMSC development through:

Encouraging pupils to reflect on the wonder of the natural world;
Awareness of the ways that science and technology can affect society and the environment;
Consideration of the moral dilemmas that can result in scientific developments;
Showing respect for differing opinions, on creation for example;
Co-operation in practical activity;
Raising awareness that scientific developments are the product of many different cultures.

COMPUTING contributes to SMSC development through:

Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;
Making clear the guidelines about the ethical use of the internet;
Acknowledging advances in technology and appreciation for human achievement

GEOGRAPHY contributes to SMSC development through:

Opportunities for reflection on the creation, earth's origins, future and diversity are given;
Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
Studies of people and physical geography give our children the chance to reflect on the social and cultural characteristics of society.

HISTORY makes a contribution to SMSC by:

Looking at the creation and evolution of British society;
Understanding the impact of ancient cultures on modern society e.g. Greeks and democracy; Islam and maths;
Showing an awareness of the moral implications of the actions of historical figures.

PE makes a contribution to SMSC through by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fairplay;
- Exploring the sports and traditions of a variety of cultures.

Individual activities that provide the opportunity for self-reflection, awareness and challenge.

FRENCH contributes to SMSC development through:

Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;
Social skills are developed through group activities and communications exercises.
Listening skills are improved through oral/aural work.

DESIGN & TECHNOLOGY lessons make a particular contribution to SMSC development through:

Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;
Awareness of the moral dilemmas created by technological advances;
How different cultures have contributed to technology;
Opportunities to work as a team, recognising others' strengths, sharing equipment.

ART contributes to SMSC by:

Art lessons develop children's aesthetic appreciation
In turn art evokes feelings of 'awe' and 'wonder';
Giving pupils the chance to reflect on nature, their environment and surroundings.
Studying artists with spiritual or religious theme, issues raised by artists which concern ethical issues, such as war painting.

Links with the wider community

- Links with the local church
- Links with our feeder school
- Carry My Story including twinning with another school
- Pupils are taught to have a sense of responsibility for their local environment
- Visitors are welcomed into the school
- Pupils involvement with local charities (eg. Batley Food Bank)

Monitoring and Evaluation

This is monitored and evaluated on a regular basis with year group leaders identifying areas within the curriculum for provision for SMSC on a termly basis.