

Social Moral Spiritual and Cultural Education (SMSC) at Hanwell Fields

Our philosophy towards the teaching of SMSC at Hanwell is that this curriculum is covered in both a taught and in our hidden curriculum that our pupils are immersed in day in and day out. Our SMSC covers aspects of personal development such as how we make sense of our world we live in and how to interact with other people, alongside our ethos to educate, equip and enrich our pupils for their next stage of their schooling and life beyond our primary school education. As a school we recognise how this is critical not only for the individual pupils but for our society as a whole. We (all staff and leaders) see SMSC and PSHE at the heart of what education is about- helping our pupils to grow and develop as positive active citizens in our society.

Our school holds our **values** to heart and these are the fundamental driving force to our school. We aim to teach our community the importance of **respect** and how this is earned and given, we believe that by developing our pupil's **confidence** to meet each learning opportunity with **enthusiasm** and the **determination** to achieve that they will develop the **creativity** to overcome barriers to their learning and fulfil their **ambitions**. SMSC and PSHE have a vital role to play in developing relationships and an understanding of the role of these values on both the individual child but also on our community. We believe that SMSC involves deep learning over time that embraces opportunity for reflection. You will see examples of this through our assembly programme which includes a weekly assembly by our Multi-faith chaplaincy, our Philosophy for the Child sessions and the Burnet News sessions in KS2 that require children to think deeply around current affairs.

Our pupils are respectful of each other and embrace their community, this can be seen by the work of our Pupil and Learning Ambassadors through the school, our SMSC provision enables our pupils to develop intrinsic motivation for their behaviour. This can be seen each day through the culture within Hanwell.

<i>How we develop and promote Spiritual Development</i>	<i>Examples of impact and where seen?</i>
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<p>We promote and actively develop an ethos and climate which enables every child to flourish and grow, children that promote respect and care for every member of our community regardless of beliefs, backgrounds or culture.</p> <p>We value and promote a range of teaching and approaches to learning which allow our pupils to question and show value to their thoughts, ideas and worries. We encourage within our curriculum connections of aspects of learning. Pupils have time to explore values and beliefs, which may include religious beliefs, that affect them, their community and wider context.</p> <p>We give our pupils time to understand, reflect on human feelings and behaviours to develop crucial understanding as they grow.</p>	<p>Restorative Justice and mediation to enable education, reflection and empowerment. To develop understanding of other needs and feelings and demonstrate respect for themselves and others (<i>behaviour data</i>) Our pupils show compassion for others and concern when others are in distress.</p> <p>Pupil Ambassadors to support social interactions and mediation for pupils by pupils. They support the development of empathy for others (<i>pupil & parent voice</i>)</p> <p>PSHE programme Level 1, 2 and 3ⁱ (this includes specialist speakers) Our pupils have a good range of understanding and emotional intelligence</p> <p>Collective worship and Assembly reflection programme – our pupils have a good awareness and understanding of their own beliefs/ values and respect for those held by others which differ from their own.</p> <p>Educational Visits such as museums, church, partner schools, choir, ASC and sporting activities (<i>Hanwell Pledge and ECM Tracker</i>)</p> <p>Curriculum – forest school, Art, music, RE</p> <p>Visitors to the school – poets, artists, authors, aspirational speakers</p> <p>Reflection time in curriculum – Burnet News, Circle Time and Philosophy for the Child approaches. Our pupils can recognise issues that affect the growth of human spirit such as poverty, racism and will challenge them in appropriate manner.</p>
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	Charity Events, Fundraising & 100 ideas
How we develop and promote Moral Development	Examples of Impact
<p>We have in place a clear moral code used as the basis of our behaviour expectations and rules, these are understood by our community. There are clear policies and procedures to prevent discriminatory behaviour which is understood by all members of our community.</p> <p>All adults in school acts a role models with the highest of standards and therefore expectations of our members of the school community. We ensure that moral development is covered across all areas of the curriculum and embraced.</p> <p>We provide a safe environment for pupil, parents and staff to voice opinions and express how they feel.</p> <p>We use assemblies, curriculum (topics) & enrichment to highlight great moral virtues which can be found in science, arts, literacy.</p> <p>We identify moral issues when they occur and share the learning through the school or where needed.</p>	<p>Restorative Justice and mediation to enable education, reflection and empowerment. To develop understanding of other needs and feelings and demonstrate respect for themselves and others <i>(behaviour data)</i> Our pupils show compassion for others and concern when others are in distress; they understand what is right and what is wrong.</p> <p>Constant reinforcing of the codes of behaviour – rules, rights and responsibilities. Our pupils are developing self-regulation from EYFS and the importance of reflection and learning from choices</p> <p>Value Assemblies and celebration events- linked morals</p> <p>Fundraising events and charity work</p> <p>United Ideas</p> <p>Burnet News</p> <p>Philosophy for the Child</p> <p>Circle time for decision making/pupil voice. Our pupils act with respect for each other and actively listen with curiosity o others views and opinions.</p> <p>Enrichment activities</p>

	Responsibilities around the school – (leadership in children) Our pupils have the confidence, self-esteem and self-worth to express their views on personal issues (PASS Survey, Pupil Voice)
How we develop and promote social development	Examples of impact
<p>As a school we identify, share and embed our key values and principles from early years and these are continuously celebrated through the community.</p> <p>Our school has developed a deep sense of community with a common set of inclusive values where everyone can flourish.</p> <p>We provide a range of opportunities for our children to work as teams and learn to co-operate with each other. This supports their personal skills and qualities that we value in active citizens in our society. We provide a safe place for debate and understanding of each other's opinions.</p> <p>We support our children to resolve conflict and tensions between themselves and others. They are encouraged to recognise, understand and respect social differences.</p> <p>Through circle time, assemblies and class our children are able to participate in democratic decision making. We monitor and evaluate the opportunities our children have to take part in a range of activities to enrich their education.</p> <p>Our pupils have many opportunities to grow as leaders and provide service to the school community.</p>	<p>Restorative Justice and mediation to enable education, reflection and empowerment. To develop understanding of other needs and feelings and demonstrate respect for themselves and others (<i>behaviour data</i>) Our pupils show compassion for others and concern when others are in distress.</p> <p>Burnet News, Circle time and P4C activities allows pupils to express, share and listen to others. Learning about current affairs and gain understanding on complex world issues.</p> <p>Enrichment activities provide learning beyond the curriculum – first aid, Take One Picture etc Hanwell Pledge and 50 things to do alongside Children's University provide opportunities to socially develop. Circle time on school issues and representation to Head to share school thoughts and conclusions to support change. (Pupil Voice)</p> <p>Pupil Ambassadors and Learning Ambassadors are supporting all children to learn and achieve socially in school.</p> <p>Year 6 Leaders of Learning on enrichment day shows leadership and great role modelling for lower years.</p>
How we promote cultural development	Example of impact

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<p>Our curriculum, taught and hidden, provides many opportunities of children to explore their own culture, values and beliefs alongside authentic experiences for children to explore the traditions, values and beliefs of diverse cultures.</p> <p>We will rigorously tackle any discriminatory issues or behaviour and will promote equality for all.</p> <p>We will identify, support and develop children with particular skills, gifts or talents. We provide a range of opportunities for our pupils to experience music, drama, literature, the arts and support our pupils to discuss and reflect on significance.</p> <p>We audit the experiences of our children to make sure we are providing extended opportunities for all and no child should miss out.</p> <p>We work with external groups/people to provide opportunities beyond our school to extend and develop further our children's cultural experiences.</p>	<p>Links with community groups: Katherine House Hospice, Poppy Day celebrations, Church, Old Age Pensioners Events.</p> <p>United Ideas for change</p> <p>Bedtime Stories, Poet/Author visits Assembly Visits and Aspirational Speakers</p> <p>ECM Tracker & Hanwell Pledge</p> <p>Arts Mark, Science Mark</p> <p>Choir Visits and Theatre Visits</p> <p>Religious Festivals Assembly Celebrations</p> <p>Themed Learning</p> <p>Educational Visits – Museums etc</p>
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Definitions: (OFSTED 2004)

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Spiritual Development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupils' soul; others as the development of 'personality' or 'character'

Moral Development- the essence of moral development is to build a framework of values which regulates their personal behaviour. It is also about the development of pupils understanding of society's shared and agreed values. It's about the understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Social Development- "Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team. Older pupils share their views and opinions and work towards trying to reach a sensible solution. They show respect for people, living things, property and the environment. (Ofsted 2003)

Cultural Development- is about pupils understanding their own culture and cultures in their town, region and country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world of culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

ⁱ See PSHE Triangle

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