

Newton Hill Community School



SMSC Policy

September 2024

Definitions of SMSC

Spiritual Development

Pupil's Spiritual Development is shown:

- By giving pupils the opportunity to explore values and beliefs and how these impact on people's lives.
- By encouraging pupils to explore what it means to be human for themselves and for their relationships with others
- By asking questions about the meaning and purpose of life, giving pupils their own space for their own thoughts, ideas and concerns

Moral Development

Pupil's Moral Development is shown:

- By exploring and responding to the idea of right and wrong, making decisions and judgements and the consequences of these
- By recognising that we all have responsibilities and rights
- By exploring how religious beliefs can affect moral decisions

Social Development

Pupil's Social Development is shown:

- Through exploring the relation of religious communities
- By promoting skills that help pupils relate to others, showing respect for people, living things, property and the environment so that they can play a full part in the life of their community and society
- By asking fundamental questions about the nature of people and society

Cultural Development

Pupil's Cultural Development is shown:

- Through raising awareness and developing understanding and appreciation of the variety of cultures, beliefs and practices in their own society and in the world
- By developing well informed and open minded attitudes to cultural diversity
- By developing an appreciation of the cultures of others

Aims

At Newton Hill Community School we aim to deliver a broad and balanced curriculum which supports children's spiritual, moral, social and cultural development and promotes independent, successful, confident and responsible individuals.

The school's vision 'Newton Hill Community School, Ready for Learning – Ready for Life' demonstrates the importance of promoting SMSC within school to develop children spiritually, morally, socially and culturally and so enabling them to thrive in a supportive, highly cohesive learning community.

The aims and visions are shared with parents and children through the school's five golden rules.

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 RSHE and RE lessons.

The 'SMSC Across The Curriculum' document highlights how each subject supports the teaching of SMSC.

Assemblies will also be an important opportunity for the promotion of children's spiritual, moral, social and cultural development.

Assemblies provide an opportunity for spiritual development as each assembly provides a time for self-reflection or mindfulness. Through stories and discussions children are encouraged to reflect on their own thoughts and beliefs and share these with others. Assemblies promote moral development as they provide opportunities to discuss issues, celebrate achievements and reinforce the school's values and Golden Rules. Children are socially developed by having regular assemblies which strengthen the sense of community within the school and give children the opportunity to bring children from different year groups together to celebrate their achievements. Assemblies often focus on celebrating festivals from different religions and cultures, therefore promoting children's cultural development.

Spiritual Development

At Newton Hill Community School we recognise that children who are developing spiritually may display the following skills:

- An awareness and understanding of own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An ability to show courage in defence of their beliefs
- A readiness to challenge
- A respect for insight as well as knowledge and reason
- An expressive and/or creative impulse

Newton Hill Community School develops pupil spiritual development by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- Encouraging pupils to explore and develop what animates themselves and others
- Encouraging pupils to reflect and learn from reflection, for example, during reflection time in collective worship

- Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful
- Developing 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
- 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*
 - *Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'*

Moral Development

At Newton Hill Community School we recognise that children who are developing morally may display the following skills:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others' actions for example, using the consequence ladder
- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings as well as their own
- A desire to explore their own and others' views

Newton Hill Community School develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school for example, The 5 Golden Rules
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- 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 practise moral decision-making
- Rewarding expression of moral insights and good behaviour

- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- 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, assemblies and acts of worship
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions

Social Development

At Newton Hill Community School we recognise that children who are developing socially may display the following skills:

- Adjust to a range of social contexts by appropriate and sensible behaviour
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community

Newton Hill Community 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 which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions

- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Helping pupils resolve tension between their own aspirations and those of the group or wider society
- 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
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

At Newton Hill Community School we recognise that children who are developing culturally may display the following skills:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- A willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- A regard for the heights of human achievement in all cultures and societies

Newton Hill Community School develops pupil cultural development by:

- Providing opportunities for pupils to explore their own cultural assumptions and values
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- 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

- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- 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

British Values

At Newton Hill Community School we uphold and teach pupils about British Values which are defined as:

- Mutual respect
- Rule of law
- Democracy
- Individual liberty
- Tolerance of those of different faiths and beliefs

Our school aims to help students develop a sense of belonging, responsibility, and respect within their community and the broader society. These values are integrated into the school curriculum and culture, they are the focus of school assemblies and are taught more specifically during RSHE and RE lessons.

1. **Democracy:** Pupils are introduced to democratic principles through student councils, student voice, voting and debates. They learn about the importance of having a voice, voting, and the functioning of democratic institutions.
2. **Rule of Law:** Pupils understand the importance of laws in maintaining order and justice. This is taught through classroom agreements, our school's 5 Golden Rules and understanding the reward and consequence system. We also have visits from the Police and local PCSOs to deliver assemblies and important messages.
3. **Individual Liberty:** We encourage students to make choices in a safe and supportive environment. This includes teaching them about their rights and freedoms, and the responsibilities that come with them. Activities that promote self-expression, critical thinking, and informed decision-making are key components.
4. **Mutual Respect:** Respect for others is fostered through school policies, classroom management, and a culture of inclusivity. RSHE lessons across the school focus on equality and inclusivity and respecting the diversity of children in our school and community. During Anti-Bullying week each year we have workshops and activities which support children's learning about respect and inclusivity.
5. **Tolerance of Different Faiths and Beliefs:** Through our RE curriculum and celebrations of various cultural festivals, pupils learn about the diversity of beliefs and practices. Children in Key Stage Two also have weekly French lessons where they learn about the cultures of others. This fosters an environment of understanding and acceptance.

Monitoring

Newton Hill Community School uses evidence books to highlight where SMSC can be seen across school. Each subject has its own evidence book, as well as books for charitable events, theme days etc.

The SMSC leader also has an audit to show where each aspect of SMSC can be seen within the school's culture and curriculum.

A 'SMSC Across The Curriculum' document, specifies how each area of the curriculum supports SMSC.