



# TIMOTHY HACKWORTH PRIMARY SCHOOL

**'Respectful and resilient; being the best that we can be.'**

## Spiritual, Moral, Social and Cultural Education Policy

CRC Article 14: All children have the right to freedom of thought and to practise their own religion.

CRC Article 28: All children have the right to a good quality education.

CRC Article 29: All children have the right to be the best that they can be and their education should encourage them to respect the rights of others.



Date policy approved/adopted	<b>January 2021</b>
Next review date	<b>January 2022</b>
Approved by:	<b>Curriculum and Standards Committee</b>
Head Teacher Signature:	<i>L. Boulton</i>
Governor Signature:	<i>P. Crook</i>

# SMSC (Spiritual, Moral, Social and Cultural) Education Policy

**Date of Policy:** January 2021

**Review Date:** January 2022

**Governor with Special Interest in SMSC:** Miss N. Stainsby

**Governors:** Curriculum and Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy, our British Values Policy and our PSHE, Relationships and Health Education (including Relationships and Sex Education) Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

## **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

## **Mission Statement (written by children):**

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the Basic Skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

## **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **Rationale**

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally. As the UK is becoming an increasingly multicultural society, we, at Timothy Hackworth Primary School, have a responsibility to provide our children with an understanding about how to develop healthy relationships, how to be tolerant and celebrate diversity, and how to value other cultures and languages. Our children have the right to develop a respect for human rights, as well as other cultures. Language learning is a life-long skill and can help to encourage and instil cultural understanding.

SMSC opportunities permeate our school curriculum, so that, our curriculum:

- reflects the rights of the child;
- engages, excites, is meaningful and is rigorous;
- stimulates questioning and challenge;
- encourages children to reflect;
- is aspirational, creative, flexible and responsive to the needs of our school community;
- prioritises spiritual, moral, social and cultural development;
- educates our children, as citizens, for today and beyond.

We recognise the importance of both the academic, personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development, including global education.

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

We have chosen to provide an overview of each dimension separately below, however, each of the four areas overlap.

### **Spiritual Development**

Spiritual Development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual Development of all our children is addressed through our Rights Respecting School vision and values. We address Spiritual Development across the wider curriculum and are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs;
- Fostering common human values and building spiritual capacities to promote self-worth;
- Nurturing self-esteem and valuing others;
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on a wide range of questions;
- Developing their sense of awe and wonder;
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

### **Moral Development**

Moral Development is helping our children to know the difference between right and wrong, and acting on this knowledge accordingly as part of our Rights Respecting Schools ethos. Moral Development is about personal and societal values, understanding the reasons for these, and developing an understanding about potential disagreements and possible reasons for these. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be truthful and honest;
- Respect the rights and property of others, their opinions and customs, including when they are different from their own;
- Help others;
- Solve differences of opinion in respectful ways using the principles of restorative practice to support this.

## **Social Development**

Social Development is about our pupils working together effectively, building healthy relationships and relating well to each other and to adults, participating in, and by making a positive contribution to our school and local communities. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We are committed to:

- Fostering the skills and qualities of team-building through the development of their Learning Powers, self-confidence, co-operation, sensitivity to others, respect, reliability, reflection, initiative and understanding;
- Providing an environment where pupils can take responsibility for themselves and others in school and in wider society;
- Teaching children about their rights, about equality and diversity and about healthy relationships throughout our curriculum.

## **Cultural Development**

Cultural Development is about the development of pupils' understanding and acceptance of different cultures. Children develop their understanding by experiencing a range of cultural activities and learning that **all** children have the same rights in the CRC. Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions;
- Celebrating the richness of culture and tradition;
- Weaving global education themes throughout our curriculum.

## **Teaching and Learning SMSC at Timothy Hackworth Primary School**

We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of our school through:

- Our Rights Respecting Schools ethos;
- Continuing to maintain and promote a positive Rights Respecting climate in school in which all are valued and respected, and are expected to make a positive contribution to our school community;
- The importance of our Collective Worship Programme in supporting and encouraging SMSC Development, including teaching the Equalities Act 2010 and aspects of global education;
- Planning and provision for introducing and teaching aspects of the CRC and SMSC through Collective Worship and across the wider school curriculum;

- Providing detailed Curriculum Overviews in each subject, particularly PSHE, Relationships and Health Education (including Relationships and Sex Education), reflecting aspects of SMSC, detailing the Curriculum Intent, Implementation and Impact of each subject area;
- Providing an appropriate range of effective teaching and learning resources and strategies which enable pupils to reflect on and respond to SMSC opportunities;
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development;
- Ensuring that Subject Leaders have evidence of provision for SMSC education in their subject;
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

At Timothy Hackworth Primary School, staff continue to have high expectations of all children in school, and we believe that teaching SMSC is an integral part of this.

Review date: January 2022