

HARESTOCK PRIMARY SCHOOL

SCHOOL DOCUMENT

Promoting Social, moral, spiritual and cultural education (SMSC)

AIMS

The personal development of pupils spiritually, morally, socially, and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the diversity of other cultures.

All curriculum areas have a contribution to the child's SMSC development and opportunities for this will be planned in each area of the curriculum particularly in RE, PHSE and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children will begin to understand their rights and responsibilities and the need to respect others. Teachers planning will reflect this and will include SEAL, RRR, Sex and Relationships and Drugs education.

Everyone connected with the school will be aware of our values and principles overarched by our school ethos.

SMSC will be consistently approached through the curriculum and the general life of the school.

The education the children will experience will be set within a meaningful context appropriate to their age, aptitude and background.

Children will have the opportunity to:

- ❖ Share their achievements and successes with other
- ❖ Talk about their personal experiences and feelings
- ❖ Express and clarify their own ideas
- ❖ Speak about the different events appropriate to their age
- ❖ Learn about families and the relationships within
- ❖ Consider the needs and behaviours of others
- ❖ Show empathy
- ❖ Develop self esteem and a respect for others
- ❖ Develop a sense of belonging
- ❖ Develop skills and attitudes that enable them to develop socially, morally, spiritually and culturally eg empathy, respect, sensitivity
- ❖ Use our 'Learning leaves' to support the SMSC opportunities within the school
- ❖ Children will listen and talk to each other in all areas of the curriculum and beyond
- ❖ Learn to understand that we are all different and this should be celebrated
- ❖ Learn to agree and disagree
- ❖ Experience good role models
- ❖ Learn to take turns and share equipment
- ❖ Learn to work and play cooperatively and collaboratively

At Harestock Primary School SMSC is promoted and reinforced regularly through our school vision and through our curriculum and enrichment activities in the following ways:

| Area | How we promote it |
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| <p>Spiritual development is shown by:</p> | <p>Children will</p> <ul style="list-style-type: none"> ❖ develop and sustain self esteem ❖ develop the early skills of critical thinking and independent thought ❖ experience moments of stillness and reflection ❖ discuss their feelings and responses to their experiences ❖ form and maintain worthwhile friendships ❖ begin to be able to reflect upon the wonders and mysteries of life <p>ability to be reflective about their own beliefs (religious or otherwise) that inform their perspective on life and their interest in/respect for different people’s faiths, feelings and values:</p> <ul style="list-style-type: none"> • Demonstrated through the RE curriculum and assemblies, visitors to assembly and to enrich the curriculum (Yr 5/6 study the Umma community; Year 3/4 make a personal memorial garden) • A sense of empathy with others, concern and compassion towards others is demonstrated through the school’s involvement in areas of charitable fundraising (Red Nose Day, Sports relief, Children in Need, Harvest Collections, Remembrance poppies, fundraising after a natural disaster) Our three main charities are decided by children in the school council: 1 local, 1 national and 1 international charity each year • Being Reflective is encouraged through the school’s learning leaves and a focus for weeks during the year to inform ‘pupil of the week’ • Year 5 take part in the Easter Is workshop at the local church with another school • Year 5/6: Challenging stereotypes, prejudice and respecting differences in PHSE ‘We are different’ topic • In daily collective worship session <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <ul style="list-style-type: none"> • Curriculum topic webs half termly/termly show opportunities • Year R Chinese New Year dragon dance, Spring walk, welly walk, school grounds exploration • Geography study in Year 3/4 on Italy ; Yr 1/2 on Africa, local area ; Yr 5/6 on Greece / Egypt • Yr 5/6 World of Work PHSE unit • Class blog writing • In collective worship sessions • SRE – Differences & Similarities in ourselves <p>use of imagination and creativity in their learning</p> <ul style="list-style-type: none"> • Curriculum elements e.g. awe & wonder linked to ‘hooks’ and ‘outcomes’ • Residential trips; Day trips and visitors to the school • Art, Music, Drama workshops by visitors or own school staff • Arts week • Taking part in The Big Draw / World Book day <p>willingness to reflect on their experiences</p> <ul style="list-style-type: none"> • Use of circle time in lessons and ELSA & Counsellor opportunities for individuals • Demonstrated through the high quality AfL teaching / self & peer assessment |

taking place in school

- During Year 6 residential to Osmington Bay
- Quiet reflection time during assemblies / show & tell sessions
- My life in school termly – review and chance to reflect on learning / achievements
- Children writing articles for the website and newsletter
- Yr1/2 Looking forward Unit PHSE and Friendship RE unit

Moral development is shown by:

Children will

- ❖ begin to be able to recognise the uniqueness of each individual
- ❖ listen and respond appropriately to the views of others
- ❖ begin to gain confidence to cope with setbacks and learn from mistakes
- ❖ show consideration of others
- ❖ know right from wrong
- ❖ show respect for the environment
- ❖ show respect for all living things

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

- Through the curriculum, exploring right and wrong through fiction and non-fiction,
- Comprehensive PSHE curriculum including drugs awareness education
- All staff following a consistent and robust behaviour policy throughout the whole school.
- School's approach to behaviour encourages honesty and integrity
- Through encouraging drawing of conclusions from historical evidence, not preconceptions (eg Titanic blame cards Year 1/2)
- English curriculum debating opportunities
- Assembly links to UNRC articles 'Rights of the Child' and other themes through the year on the assembly theme termly overviews and within appropriate curriculum links (Year 5/6 Child exploitation on the Cocoa plantations in West Africa)
- Some historical studies – Roman ruling / empire / Ancient Greek rules
- Morals within stories in the English curriculum

understanding of the consequence of their behaviour and actions

- Highly effective positive behaviour management in classes
- Lunchtime Reflection club attendance for the minority
- School staff and children develop a sense of fair play and development of appropriate sporting behaviour
- Older children run lunchtime activities to model behaviours and support younger children
- Reading buddies – older children hear readers and encourage the younger children
- Traffic light system in the juniors and follow up talk
- School council develop fair play / reward system and respond to pupil concerns
- Taking part in kindness week
- Having play leaders at lunchtimes to facilitate play

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

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| | <ul style="list-style-type: none"> • Topic related activities (eg. Titanic blame cards; Learning through history- impact of actions of the Battle of Britain; posters to persuade about litter dropping, zoos; moral choices about Healthy Eating; Go Wild ‘Safari’ topic – people in Kenya) • Use of high quality texts to stimulate scenarios to consider (Goodnight Mr Tom, Iron Man, Coraline, Fantastic Mr Fox) • Active school council – leading initiatives across the school / cluster • English / PHSE curriculum opportunities • Through collective worship sessions |
| <p>Social development is shown by:</p> | <p>Children will</p> <ul style="list-style-type: none"> ❖ begin to develop a sense of identity and of the groups around them ❖ help others in the local community and wider community <p>use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <ul style="list-style-type: none"> • Whole school values and our learning leaves which are in focus through the year • Cultural integration 19 languages / 20.5% Ethnic minority / 10.4% EAL / EVER6 13.8%/ 16.8% service family children • Assembly themes & curriculum opportunities celebrating different groups in our school community • Celebration of multiculturalism via Multi cultural week every 3-4 years • Whole school language of the term • FOS Forest day Autumn term 2014 and subsequent Trailblazer learning opportunities for the children • Kool Club at lunchtimes • Working as a Year group instead of classes eg Trailblazer morning opportunities through the year and sporting opportunities <p>willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively</p> <ul style="list-style-type: none"> • Hobby day each September to showcase their personal interest / belonging to a outside group • Trailblazer / Challenge / House team days through the year using vertically grouped classes with older / younger children • Buddy sessions, teaching collaborative learning, / team work in sport such as sport days • We provide very positive experiences to the children through assemblies, team activities, residential activities, school productions /performances. • Behaviour policy consistently applied • Librarians organise the Library. • Lunchtime Cool Club every day modelling taking turns, fairness of opportunity. • Marbles in a jar across the Juniors are earned by consistent team work with an appropriate class reward • School choir singing at the Christmas market 2015 and fundraising for Autism Hampshire charity • Playground charter and play leaders • School Councillors attend a British Values day at local secondary school with other primary schools <p>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 – developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <ul style="list-style-type: none"> • Election of roles within the school such as school council, House Captains in Year |

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| | <p>6</p> <ul style="list-style-type: none"> • Job application / Interview for Librarian roles and Young Interpreter roles • Respect is demonstrated through the pupils' very good conduct and encouraged through the school's learning leaves, one of which is respect • House team mornings each term; mixed aged learning around a common theme encouraging support and respect • We provide opportunities for pupils to exercise leadership and responsibility through school council, house captains, play leaders, peer mentors, librarians and responsibilities within each class • RE curriculum in Year 5/6 Five pillar of Islam – mutual respect • We provide effective links with the world of work and the wider community as some children in Year 5 are involved each year with an IBM day • English curriculum debating opportunities • RE curriculum Yr 1/2 Judaism • Year 5/6 'We are Liberators' topic • PHSE Year 1/2 'Who's in Charge' topic • Winchester Law Courts visit Year 5 • Houses of Parliament visit Year 6 • Yr 1/2 Celebrating differences |
| <p>Cultural development is shown by:</p> | <p>Children will</p> <ul style="list-style-type: none"> ❖ begin to recognise and value richness of our diverse society ❖ have the opportunity to engage in activities which support cultural awareness <p>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <ul style="list-style-type: none"> • Through Geography when exploring how peoples live in various parts of the world • Through History when exploring how people live at different times such as Stone Age to Iron Age and Danebury Hill visit • Through Science when exploring scientists who have made an impact / difference • See Displays • Through the English curriculum / Guided reading opportunities / Use of rich texts • FOS Summer Fayre – cuisines from different countries and Nepalese dancers • Year 1/2 trip to Porchester Castle & taking part in a Medieval day <p>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</p> <ul style="list-style-type: none"> • Young Interpreters scheme led by the EAL coordinator (specific member of staff) • Assembly / curriculum opportunities celebrating different cultures in our school community • Celebration of multiculturalism via European Languages day each year • Whole school language of the term • Parents invited to work with classes, hear readers & run stalls at FOS events. • Great Britain class zonal activities carried out each year • Newsround and current affairs discussions • Fundraising work each year • Cultural integration 12 languages at Harestock <p>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <ul style="list-style-type: none"> • Year 1/2 history topic on Titanic - Visited a courtroom and looked at role of judicial system • Year 5/6 Battle of Britain topic – role of women / leaders from around the World |

- Circle time about the General Election May 2015 and Brexit June 2016
- Year 3/4 history topic about Roman systems of ruling and the empire compared to modern Britain
- Voting for school councillors & class monitors
- In the PHSE curriculum
- Year 5 trip Winchester Law Courts
- Year 6 Houses of Parliament trip and Your voice workshop each year
- Vote for the class treat each term as a consequence for good behavior

willingness to participate in and respond positively to artistic, sporting and cultural opportunities

- Listen to Me music for Juniors which has included African /Samba drumming, Ukulele playing / Clarinet playing and guitar playing as classes
- Arts week Spring term 2016 (BBC 10 pieces; dance, drama and art focus)
- Celebrate individuals' achievements within and outside school
- Achieved Healthy School status 2014 & have maintained the principles
- Sports clubs available to all year groups; running, archery, dance, multisport, cricket, tri-golf, tennis
- Arts clubs available through the year: drama, art, chess, choir
- Year 5/6 competed in Hampshire Games in Aldershot in Tri-golf each year
- Visitors to school to enrich learning experience such as sports coaches
- Year 5 Art gallery trip each year
- Year 6 visit to National gallery in London 2016
- Year 6 five-day Residential each year
- Every class visits the Winchester library every 2 years
- The whole school watch the Christmas pantomime every 2 years at Theatre Royal in Winchester
- Taking part in The Big Draw each year
- School choir took part in the Big Sing at The Anvil with 10 other schools 2016

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

- School Productions, Healthy eating topics, Year R Chinese New Year dragon dance, Arts week focus – BBC 10 pieces
- European Languages day, learning about celebrating Christmas in the children's home country,
- A group of children take part in the Winchester Inclusive swimming gala each year
- Discussions within class about from children arriving from different countries through the year (accent / dialect / similarities & differences)