

Hill Avenue Academy

In Association with:

Manor Multi-Academy Trust



Social Moral Spiritual Cultural Policy

Hill Avenue Academy

SMSC Policy

At Hill Avenue Academy, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- Reflection times feature in all classes promoting turn taking and social interaction.
- The PSHE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Children learn to be effective communicators through the school's communication approach, including the use of symbols, photos, technology and Makaton.

- Educational visits within the community, including swimming, sporting event, visits to the mayor, local businesses and places of worship

Moral

- There is an agreed reward system in place so that all children can earn prizes for good behaviour as well as academic achievement. The prizes are handed out at weekly special assemblies so that everyone shares in the success.
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Behaviour plans are agreed and implemented with the help of the behaviour team (SLT/SMT).
- The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.

Spiritual

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHE and circle time opportunities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, visiting a planetarium in Science work on the Earth and beyond.

Cultural

- There are regular celebrations of religious festivals over the year including Harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Geography, History and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

Cultural Capital - succeeding in life as educated citizens

Our rich curriculum provides children with:

- knowledge of the world around them
- learning that is relevant to their locality
- a broader understanding of the world, beyond their locality
- the opportunity to celebrate difference and diversity
- an understanding of moral obligations in life

- an awareness of influential and inspiring figures in religions and society from the past and to today
- the opportunity to be aspirational in how they can contribute to society
- opportunities to learn in a variety of ways – independently, collaboratively, in vertical groups, from experts, through hands on visits/experiences
- an awareness of current and topical issues.

This will enable our pupils' to develop the following skills:

- Empathy
- Resilience
- Compassion
- Understanding
- Aspiration
- Awareness
- Confidence
- Communication

Where you can find SMSC in Hill Avenue Academy:

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Reflection Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Pupil Leadership Team) and Language Ambassadors
- Special days (fundraising, cultural experiences and immersion days)

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. The curriculum in all phases offers broad and balanced opportunities.

The Department for Education states that there is a need:

"To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active Pupil Leadership Team.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Each term there is a special assembly after 6-7 weeks linked to our school values for the children to showcase their learning based on the topics covered in PSHE. This might include a presentation or drama/role-play. This is an opportunity for children to develop confidence, self-esteem and promote public speaking skills.

Our Top 10 Values

- We are independent role models and leaders of learning
- We promote respect and tolerate of every individual regardless of race, culture and religion
- We appreciate alternative views and opinions
- We trust in our own ability and those around us
- We cooperate and collaborate to make the most of every situation
- We are responsible learners and members of the wider community
- We persevere to succeed in everything we do
- We are honest and humble team players
- We show courage when faced with challenges
- We are entrepreneurs in modern society

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Hill Avenue Academy are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Review

The Executive Headteacher, Head of School and Governors will review this policy annually.