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**RATIONALE FOR SMSC**

**WHAT IS SMSC?**

**SMSC stands for *Spiritual, Moral, Social and Cultural development***

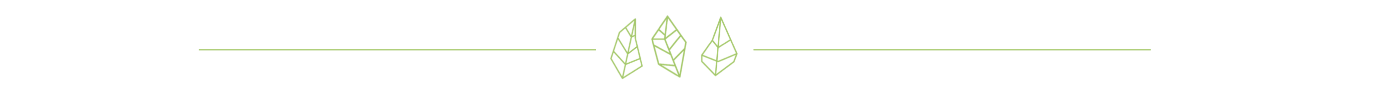
**SMSC is a broad concept that can be seen across the school’s activities, but draws together many of the areas covered by the personal development judgement.**

**Promoting fundamental British values as part of SMSC in schools.**

* Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
* It is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The school’s ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.
* Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs1 . This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

**(Ofsted Inspection Handbook 2021)**

**SMSC** supports…

* The **Equality Act 2010,** including the protected characteristics.
* HGPS Rationale for **Cultural Capital**
* HGPS studies within **Religious Education.**
* HGPS Rationale for **RSHE,** with a focus on safe and reciprocal relationships.
* HGPS **Child Protection,** **Behaviour** and **Anti-Bullying Policy**.
* Our Golden Rule: ***Treat others as you wish to be treated.***

**Our INTENT for SMSC**

**Through our development of SMSC we intend to support all children in:**

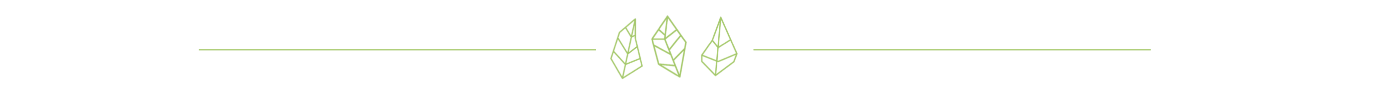
* developing their own character, values and principles.
* distinguishing right from wrong and applying that understanding with confidence and a strong belief in their own worth.
* understanding how they are part of and can contribution to a local, national and global community.
* showing respect for themselves and others, in particular the rule of law and British values.
* becoming successful and educated citizens, with interpersonal and intrapersonal skills to allow them to flourish.

**SMSC has two key elements:**

* **Explicit** teaching of knowledge and offering experiences in a coherently planned way.
* Opportunities to **reflect** on that knowledge and experiences in order to support development of skills and personal values and principles.

**IMPLEMENTATION**

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| **EXPLICIT TEACHING & LEARNING** | | |
| **PROVISION FOR…** | **KNOWLEGDE** | **EXPERIENCES** |
| **Spiritual development** | * Following the Sheffield Syllabus for RE, with opportunities to learn about different regions and beliefs. * Learning about inspirational people – What can we learn about them? What can we learn from them? * Through learning in art and music, understanding the impact of and appreciating a love of the ‘arts.’ * Through an outdoor approach across school, understanding the impact of and appreciating a love of the outdoors and the natural world. * Growing plants and vegetables in the school’s allotments. * Learning about animals and how to look after them by every class having their own class pet. | * Visits to a range of religious places of worship. * Class visits offering a range of experiences – Creswell Crags Y6 – the ‘real’ stone age. * Forest Schools. |
| **Moral development** | * Well-Being Ambassadors promote anti-bullying through assemblies – right and wrong. * Teaching and Learning around on-line safety and on-line bullying. * Teaching and learning around stereotypes and discrimination through RSHE. * Y6 Crucial Crew – making the right choices for self and others. * Y2 – Our School – impact of child miners, right to education. * Topic Focus – LKS2 - Invaders & Settlers – developing an understanding that Britain has always been a multi-cultural nation. * Topic Focus – Y5 – WW2 – understanding facts behind the war – cause & consequence. Moral dilemmas. * Finding out about and supporting local, national, global charities. * Black History Month – every class to learn about a significant person. * Through assemblies learning about ancestry – supporting a diverse nation. | * Y6 Crucial Crew experience. * Y5 visit to the Imperial War Museum. * Y2 visit to the National Coal mining Museum. * Visits/visitors to experience the work of charities – Yorkshire Wildlife Park, Support Dogs UK. |
| **Social development** | * Understanding of the rule of law – how British values developed through history: the Danelaw, & the Battle of Brunanburgh (topic) Magna Carta (assemblies) Right to Roam (Topic) * Reading Champions – reading to other children. * Developing leaders of the future – School Council, Well-Being Ambassadors, Eco Warriors, Sports Leaders. * Collaborative approaches to teaching and learning. * Supporting charities by fund raising. | * Range of visits to develop children social skills in a wider context. * Range of Sporting events and competitions with other schools. |
| **Cultural development** | * Through topics, developing an understanding that many cultures shaped our heritage. * Key focus on the concept of diversity through planning and delivery. * Focusing on similarities and differences through RE. * Through a focus on Active School, all children enjoy a range of and respond positively to sporting opportunities. * Through a focus on music development, all children will learn to play at least two instruments at HGPS; brass in Y5 and viola in Y3, with the opportunity to develop further if they wish. | * Rage of visits, including places of worship and places of educational interest. * Visits to the theatre and art gallery. * Opportunities to take part in concerts in school and at external events. |



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| **OPPORTUNTITIES TO REFLECT** | |
| **Assemblies** | *A part of every key stage assemblies is an element of reflection. Children are encouraged to think about themselves and their own context.*  *A yearly plan for assemblies is mostly followed but opportunities to learn about and discuss local, national or global events is taken. For example: COP26.* |
| **Reflection Board** | *Linked to the assemblies, the Reflection Board shows key learning from the assemblies and encourages children to dd their own thoughts and ideas and share these with others.* |
| **KS2 Little Book of Reflections** | *This is used appropriately in different situation and for different subjects. This is the children’s own book and it is made clear that it is for their own thoughts and reflections. It is not ‘marked’ by the teacher but an indication is made to show that the teacher has read what has been written.*  *It is used for some assemblies, after RSHE sessions and after some class visits.* |
| **Lesson Structure** | *An element of reflection, sharing and developing ideas is included as part of a whole lesson structure. Many lessons in RSHE and RE is about sharing ideas and challenging stereotypes and discrimination.*  *Evidence may be recorded in class Floor Books, Topic Books and/or Little Book of Reflections.* |
| **Behaviour Policies and expectations** | *Throughout school, there is a shared understanding of expectations for behavior. An atmosphere of respect for others, where bullying or unacceptable behaviour is not tolerated permeates throughout school. Any discussions around behavior always follow the school’s golden rule of ‘treating others as you wish to be treated.’* |

**IMPACT**

**SMSC is about allowing ALL children to …**

* Gain a deeper **understanding of and sense of responsibility** to themselves and others and the world in which they live.
* Develop the **knowledge** to make choices and decisions that are right for them and others, to better support future success and happiness.
* To experience a range of different opportunities to help them develop in character and **Cultural Capital.**
* It is about allowing the children time and space to **reflect** on their own **values and principles**, allowing them the skills a to flourish throughout their life.

The **IMPACT** of SMSC will be monitored and measured largely through the children themselves;

* Their attitude and behaviour towards others.
* Their attitude towards their learning and personal development.
* Their attitude towards local, national and global issues.
* Their own thoughts and reflections about issues that may affect them and others.

**Monitoring IMPACT - Monitoring Cycle for SMSC through Personal Development**

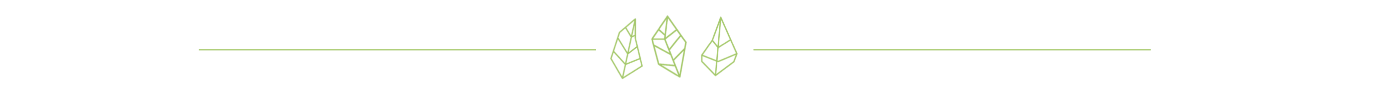
**Autumn Term**

* **Year One 2021 - Deep Dive** to monitor impact
* **Year Two – 2022 Light Touch Review**

**Spring Term**

* **End of Term Pit Stop** to monitor statutory coverage of overarching elements of Personal Development – RSHE. RE

**Summer Term**

* **End of Term Pit Stop** to monitor statutory coverage of overarching elements of Personal Development – RSHE. RE