



Rode Heath Primary School
Heath Avenue, Rode Heath,
Stoke on Trent, ST7 3RY



Telephone: 01270 685320 Fax: 01270 314414
E-mail Address: admin@rodeheath.cheshire.sch.uk
Headteacher: Mr. John Frankland

Hearts and Minds: SMSC Policy





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Spiritual, Moral, Social and Cultural (SMSC) Policy

At Rode Heath Primary, we promote Spiritual, Moral, Social and Cultural awareness through everything we do and in everything we do.

Our mission statement 'Inspiring Learning; nurturing minds; achieving for life' alongside our core values and the animals that represent these values: fairness (Penguin), teamwork (Dolphin), curiosity (Meerkat) and resilience (Loggerhead Turtle) were developed through consultation with all staff, all children and all parents. It captures who we are as a school and determines our relationships with each other in school – child to child, child to adult, adult to child and adult to adult. It is at the core of what we believe and who we are.



 <p>Meerkat - Curiosity</p> <p>The Meerkat represent <i>Curiosity</i>. Through them we learn how to have a 'restless curiosity of the world around us.</p>	 <p>Dolphin - Teamwork</p> <p>Dolphins represent <i>Teamwork</i>. Through them we learn to how important communication is and how we need to work together to achieve our goals.</p>
 <p>Penguin - Fairness</p> <p>Penguins represent <i>Fairness</i>. Through them will learn about how we take equal responsibility for ourselves and for supporting those less fortunate.</p>	 <p>Loggerhead Turtle - Resilience</p> <p>Loggerhead Turtles represent <i>Resilience</i>. Through them we learn to adapt, solve problems and show determination in all we do.</p>

We refer to SMSC as our Hearts and Minds curriculum. Hearts and Minds features in all areas of our planning, across the curriculum and is an item agenda in every staff meeting. We have devised our Hearts and Minds curriculum, to align assemblies and class based activities together and to ensure we are teaching an aspect of SMSC on a weekly basis. This strategy was designed with the aim of ensuring complete consistency and progression across school in the teaching of:

- British Values
- Safeguarding (e-safety, PANTS, stranger danger, road safety)
- Equality and diversity (No Outsiders)
- Anti-bullying
- Social and emotional aspects of learning (PSHE: Happy Mind)
- Health Education (see RSE policy)
- Relationships Education (see RSE policy)
- Relationships and Sex Education (see RSE policy)

Guidelines

All classes will follow the schedule of the Hearts and Minds curriculum and will plan and deliver lessons to develop the child's spiritual, moral, social and cultural development

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning through the Hearts and Minds curriculum, assemblies and their curriculum planning.

General Aims:

- ✦ to ensure that everyone connected with the school is aware of our values;
- ✦ to develop pupils' self-knowledge, self-esteem and self-confidence;
- ✦ to distinguish between right and wrong, respecting the civil and criminal law of England;
- ✦ to ensure that pupils know what is expected of them, accepting responsibility for their behaviour, showing initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- ✦ to give each pupil a range of opportunities to reflect upon and discuss their beliefs', feelings and responses to personal experience;
- ✦ to enable pupils to develop an understanding of their individual and group identity;
- ✦ to develop tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- ✦ to give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility;
- ✦ to encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;

Spiritual Development

As a school we believe that spiritual development is the ability to reflect on 'big questions' and to possess an inner-peace. We aim to provide learning opportunities that will enable pupils to:

- ✦ sustain their self-esteem in their learning experience;
- ✦ develop their capacity for critical and independent thought;
- ✦ foster their emotional life and express their feelings;
- ✦ experience moments of stillness and reflection;
- ✦ discuss their beliefs, feelings, values and responses to personal experiences;
- ✦ form and maintain worthwhile and satisfying relationships;
- ✦ reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

As a school we believe that moral development is to understand the difference between right and wrong, being conscious of your own actions and decisions and the consequences these have. We aim to provide learning opportunities that will enable pupils to:

- ✦ recognise the unique value of each individual;
- ✦ listen and respond appropriately to the views of others;

- ✧ gain the confidence to cope with setbacks and learn from mistakes;
- ✧ take initiative and act responsibly with consideration for others;
- ✧ distinguish between right and wrong;
- ✧ show respect for the environment;
- ✧ make informed and independent judgements.

Social Development

As a school we believe that social development is the ability to confidently communicate with, and respect, all walks of life (see Equality and Diversity policy for the nine characteristics protected), whilst remaining part of our British heritage. We aim to provide learning opportunities that will enable pupils to:

- ✧ develop an understanding of their individual and group identity;
- ✧ learn about service in the school and the wider community;
- ✧ develop an understanding of what it means to be British.

Cultural Development

As a school we believe that cultural development is being proud to be part of a culture and respecting and tolerating the views of others. We aim to provide learning opportunities that will enable pupils to:

- ✧ recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- ✧ develop an understanding of the social and cultural environment;
- ✧ develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place in accordance with the Hearts and Minds curriculum and within assemblies and activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas will also seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class activities, discussions and circle time will give pupils opportunity to:

- ✧ talk about personal experiences and feelings;
- ✧ express and clarify their own ideas and beliefs;
- ✧ speak about difficult events, eg bullying, death etc.;
- ✧ share thoughts and feelings with other people;
- ✧ explore relationships with friends/family/others;
- ✧ consider others needs and behaviour;
- ✧ show empathy;
- ✧ develop self-esteem and a respect for others;
- ✧ develop a sense of belonging;
- ✧ develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunity to:

- ✧ listen and talk with each other;

- ✧ learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- ✧ agree and disagree;
- ✧ take turns and share equipment;
- ✧ work co-operatively and collaboratively

Our Nurture Groups provide a safe and predictable structured environment where positive relationships are modelled and there is an emphasis on the development of language and communication skills and a focus on social and emotional development. Pupils are encouraged to celebrate their own progress and in addition to this, the Nurture Groups can provide emotional support for those children who find themselves in a situation, which they find difficult to manage.

At Rode Heath we believe in the importance of the 'pupil voice' and encourage all children to share their views and opinions. Our School Council, which is made up of two representatives from year one to five and four representatives from year 6, meet regularly to discuss issues and suggestions raised by members of their class. They play an active role in our school community, taking on many responsibilities and helping to keep us safe.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- ✧ monitoring of plans and teaching and learning;
- ✧ regular discussion at staff and governors' meetings;
- ✧ audit of policies and schemes of work for other curriculum areas;
- ✧ sharing of classroom practice and work
- ✧ audit of Assembly practice
- ✧ collation of evidence