

SMSC POLICY

THIS POLICY APPLIES TO ALL CHILDREN AT THE SCHOOL INCLUDING THOSE IN THE EYFS.

P023v10

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Compiled by: Deputy Head

SOCIAL, MORAL, SPIRITUAL AND CULTURAL ASPECTS OF A CHILD'S EDUCATION

Gayhurst School actively seeks to promote the Fundamental British Values (FBV) as part of SMSC and offer an education where pupils learn to distinguish right from wrong and where they have opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing personally, socially and culturally. This is firmly centred and embedded in the ethos of the school. We aim to:

- Ensure that pupils' character and social development enables them to play a confident, informed role in society and have a fully developed values system so that they can interact with other people in a positive and respectful way.
- To provide all children with varied **opportunities, enrichment** and support to develop their academic, sporting, musical and creative interests and talents in a caring environment.
- To focus on children's personal and social **development** alongside their academic, physical, social and mental development.
- To create **confident** and independent children with an understanding that effort, perseverance and resilience contribute to their development.

Whilst instilling the following values:

- Flexible and adaptable minds - to acquire and apply knowledge, skills and understanding in different contexts and be able to solve problems
- To show empathy, care and consideration for others as well as themselves and value everyone regardless of race, gender, faiths or beliefs
- The emotional strength to cope with adversity through persistence, resilience and development of a growth mindset - responding positively to failure and setbacks
- Leadership and teamwork - to collaborate, inspire and support one another
- Independence - to be self-motivated and able to act on their own initiative
- Confidence and self-discipline.

The school meets these aims in many ways, namely:

- Use of whole school wellbeing chart to aid pupils in developing their self-knowledge (adapted in EYFS)
- Weekly general knowledge quizzes and news sharing, enabling an understanding and respect for public institutions and services in England
- Organising community events and working with other local schools throughout the year
- Promote tolerance and harmony between pupils throughout the school when managing conflict or social interactions
- Democratically appointing School Council members

All the curriculum subjects plainly provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided:

- Junior School: in Religious Studies and through school assemblies; our framework for Personal, Social and Health Education (PSHCE) and citizenship, golden time and circle time.
- Senior School: in Religious Studies and through school assemblies; in our framework for Personal, Social and Health Education (PSHCE) and citizenship as well as form time.

We provide opportunities through school trips and visits, visiting speakers, charity days and through the elected School Council (Years 2 to 6). On a day-to-day basis pupils are accountable to our Code of Conduct and Golden Rules (Junior School), which are displayed around the school and contained in the Prep Diary. These are regularly discussed and represent the core values of our community:

- Show good manners
- Be kind to others and sensitive to their feelings
- Treat others as you would like to be treated
- Bad language is never appropriate
- Personal property should only be touched by its owner
- Use common sense, think of others, and, if in doubt, ask a teacher

Golden Rules:

- We are gentle
- We are kind and thoughtful
- We listen
- We are honest
- We work hard
- We look after property

The Code of Conduct and the Golden Rules reflect the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live.

These issues and more are dealt with sensitively and carefully in RS lessons, Assemblies, Form periods during the week and before lessons begin. Spiritual and moral development, particularly beliefs, ethics and worship is a key theme of our assemblies whether taken by the Headmaster, members of the Senior Leadership Team, teachers or the children.

Assemblies often begin with a hymn and occasionally end with a prayer or time for reflection. The themes for assemblies are varied but encompass different faiths and beliefs with an emphasis on citizenship, decent moral values, honesty, the worth of individuals, conscientiousness, kindness and feelings for others. Some are biblically based. Staff are expected to reinforce these values in lessons, sport, activities and all other aspects of school life.

Class assemblies are always pupil-led, developing opportunities for responsibility and personal development. Pupil responsibility is very important at Gayhurst. Throughout the

school, pupils are encouraged to take responsibility. Year 6 pupils are selected to be Leaders on an annual basis and act as Form Monitors throughout the year as appointed by the Assistant Head - Prep. Years 6 pupils are also chosen to be librarians. Representatives are democratically elected from Year 2 to 6 for the School Council.

Assemblies in the Junior School tend to be thematically based and once again suitable stories, both social and religious basis, are chosen to link into the theme. Circle time is an important part of early PSHCE in the Junior School. Class assemblies take place once a week.

Assemblies throughout the School are Christian based, but other religions and festivals are recognised and discussed.

The school Carol Services, Harvest Festivals, visits to places of worship and key Christian festivals such as Christmas, Lent and Easter are also designed to develop the spiritual awareness of the pupils.

Parents are invited into the school on a regular basis to discuss their children's progress. By means of regular communication and open access, we aim to share responsibility for pupils' development in all aspects of their growth.

The school, pupils and parents are involved regularly with fund-raising for a wide variety of charities. These occasions provide opportunities to raise awareness of those in need and promote the concepts of help, kindness, tolerance and sensitivity.

Appendix

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.