

Spiritual, Moral, Social and Cultural Policy

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1. Purpose and Aims

Spiritual, Moral, Social and Cultural (SMSC) development makes a unique and substantial contribution towards the School's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society. We aim to ensure young people understand the importance of respect and responsibility, and leave school fully prepared to contribute as positive members of British Society.

Our aims are to enable students:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media
- To develop healthy coping strategies to deal with demands and challenges

In the delivery of SMSC we intend to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs as SMSC is closely linked with pupils' personal development.

2. Objectives

Our objectives are:

- To deliver an interesting, enjoyable and thought-provoking programme, through classroom discussion, year group assemblies, and whole school assemblies
- To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community-based projects
- To engage in a whole-school approach in supporting pupils to be safe and happy and integrating pastoral support as needed
- To follow, support, and enhance the school ethos in the curriculum and practice

Overall, these objectives will provide a full and comprehensive programme of PSHE (Personal, Social, Health and Economic Education) and RSE (Relationship and Sex Education) which, with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

3. School Ethos

The school ethos, as follows, reflects the focus on SMSC and the integrated approach to encouraging it is practiced and emphasised in every aspect of school life.

At Hampstead Hill School the whole community has a responsibility and duty of care to ensure that everyone is kept safe from harm and neglect. Established upon family values, our child centred approach to education contributes towards the happy and warm learning environment

experienced in all areas of the school. We are committed to providing a secure and supportive environment in which children can develop and grow into respectful and responsible people. Throughout the school, our behaviour and curriculum is driven by our school values.

Hampstead Hill School are committed to creating meaningful learning experiences for all children through high-quality teaching and a broad, enriching curriculum that supports both academic excellence and social confidence. The school site and neighbouring facilities provide a wide range of opportunities to support the children's personal, social and academic development supplemented with a rich foundation of the British values that prepare them to contribute as positive members of society.

Our school culture is built upon respect. Our focus on respectful relationships permeates all areas of school and can be seen in the interactions between all stakeholders. Further, we believe that pupil voice is essential for the maintenance of the school's culture – this contributes significantly to the children's self-esteem and happiness.

To support the children's academic and social progress, we facilitate controlled challenges to develop the positive and growth mindset required for children to adapt and overcome the modern challenges we all face. To enhance the children's social skills and emotional development we place high value on the opportunities children have to engage and appreciate the outdoors.

We aim to develop respectful, community centred children who are curious to learn, kind to others and the planet and understand the importance of sustainability and conservation.

4. Legislation and Guidance

This policy is based on the following:

- [Keeping Children Safe in Education](#)
- [The Equality Act, 2010](#)
- [UK Political Impartiality](#)

5. Prevent Strategy

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action.

All staff are required to practice political and religious impartiality.

The Computing curriculum includes lessons on internet safety with some supporting assemblies and lessons to compliment them. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

6. Core Themes

SMSC is delivered through our PSHE curriculum. Core themes of the PSHE curriculum are:

6.1 Health and Wellbeing

- How to maintain physical, mental and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to make informed choices about health and wellbeing and to recognise sources of help

6.2 Relationships

- How to develop and maintain healthy relationships

- How to recognise and manage emotions
- How to respect equality and diversity in relationships

6.3 Living in the Wider World

- Respect for self and others and the importance of responsible behaviours and actions
- To respect equality and be a productive member of a diverse community
- About where money comes from, keeping it safe and the importance of managing it effectively

Refer to the PSHE Policy for more information.

Delivery of RSE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe

Due to the age and developmental stage of our pupils, At Hampstead Hill School, we will not teach any sex education.

Refer to the RSE Policy for more information.

7. Spiritual

Spirituality is concerned with:

- Beliefs informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share
- Opportunities for visits and extra-curricular activities
- Celebration of religious occasions and festivals during PSHE, assemblies, and various school events
- Recognising and valuing the worth of each individual developing a sense of community and building up relationships with others
- Opportunities to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions
- Expressing feeling and emotions and awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth

8. Moral

Moral development refers to students':

- Knowledge
- Understanding
- Intentions
- Attitudes
- Behaviour in relation to what is right and wrong

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through:

- Quality of relationships
- Standards of behaviour
- Quality of leadership given by HHS
- The values HHS sets and exhibits through its structures
- The curriculum and teaching

9. Social

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society. We therefore aim to promote social development through:

- Cooperation and partnership
- Classroom organisation and management
The grouping of students
- Leadership and responsibility
- Extra-curricular activities

10. Cultural

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through:

- An explanation of the influences that have shaped our culture
- The extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local
- Past cultural features which influence and shape the present
- A study of the present values and customs of our nation and of other nations' cultures and societies
- Developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups

11. How SMSC is Integrated at Hampstead Hill School

Aside from their regular PSHE/RSE lessons, the pupils at Hampstead Hill School (HHS) regularly engage in a variety of activities to promote and enhance SMSC. School Council allows for pupil voice and promotes democracy. Whole-school assemblies allow classes to choose a topic with a positive moral message and showcase it to the whole school. Educational visits to cathedrals, libraries, historical landmarks, and neighbouring parks allow pupils to have a greater appreciation for the community and their societal institutions.


12. Monitoring and Review

The provision of Spiritual, Moral and Cultural development is monitored by the Senior Management Team, together with Subject Co-ordinators and Heads of Year. The PSHE Co-ordinator, Stella Martinelli, is responsible for reviewing the curriculum based on legislation and current events and adapting it based on the needs of the pupils.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

13. Links with Other Policies and Documents

- PSHE Policy
- RSE Policy
- Curriculum Policy
- Prevent Policy and Action Plan
- Child Protection and Safeguarding Policy

Dates Reviewed	November 2022
Next Review	November 2023
Name	 Ross Montague Headteacher