

SMSC Evidence at Hartley Primary Academy:

Spiritual, Moral, Social and Cultural (SMSC) Development at Hartley Primary Academy

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. We have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Hartley Primary Academy
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - Regular Assembly topics for t Key Stage 1 and Key Stage 2: Please see assembly timetable. - Assembly timetable recognises key festivals in all religions and special days. -RE curriculum using Agreed Syllabus - Harvest Festival assembly and the support of charity voted for by School Council. - Christmas Carol Concert in within school - Speakers in assemblies to discuss impact on lives;
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> - RE Curriculum discussions. - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children's external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly.
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> - RE Curriculum - Global learning elements throughout all the topics across school.
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events –Macmillan cancer, Children in Need, , Red Nose Day, Kent Air Ambulance - Regular Collective Worship - Collective worship led by Reverend from village church - RE planning and curriculum; knowledge and response

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<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - Dedicated SMSC time in lessons. - Global learning - Positive Behaviour Policy
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect and whole class bonus - Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in each room - School Council; regular meetings, display and discussion. - Clear set of values across school and on display.
<p>Promoting teaching styles which: -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.</p>	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Training on Assessment for Learning (AfL) techniques for whole cohort participation and effective questioning

SMSC Evidence at Hartley Primary Academy:

M O R A L	
<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Star of the Week and Writer of the week and recognised in Celebration Friday Assemblies. - Whole school house point system with House Captains and Class bonus
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths - RE planning - Positive Behaviour Policy - School Council
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - E Safety Computing planning - Bullying lessons, assemblies and awareness in lessons and during Anti Bullying Week. Pupil voice in school. - School Council makes decisions on spending PTA funds.
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains; weekly, termly and Yearly winners - Celebration assembly with certificates relating to school values and good learning traits. - Lunchtime behaviour slips that reward positive behaviour as well as recognising negative - Yearly Attendance Awards - Regular prizes/regular rewards for demonstration of good manners and politeness

SMSC Evidence at Hartley Primary Academy:

<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - E Safety Computing planning and policy - Respond to national events in Assemblies - When on red, consequences delivered which is then followed up by senior leaders.
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 House Captains, Computer leaders and Playground leaders.
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies – see assembly timetables - Visitors as part of the collective worship including Reverend from local church
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> - School mission statement displayed in front entrance - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. - School values displayed and add pupil voice comments on the certain school or British values. - Consistent display within all classrooms with class rules displayed, traffic lights and incentives.

SMSC Evidence at Hartley Primary Academy:

SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school Rules
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - All policies have review statement for equality and inclusion. - Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Harvest celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Fairtrade Coffee morning. - Family learning through parental talks
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - School Council - Learning Partners during class discussions - Regular competitive sporting events - Fundraising Events - Playground leaders - House Captains and encouraging others in Celebration Assembly.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - Elements of lessons, when challenging stereotypes. - School Assemblies Children's Charter
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1 - Christmas Carol Concert from Year Five - Musical festivals in the local community - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences in Year 4 and Year 6

SMSC Evidence at Hartley Primary Academy:

<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - School involvement in community events such as remembrance. - Involved in community improvements with Parish Council. - Reflected in our school values; kindness / respect / responsibility.
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets.
<p>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> - Pupil elections and democratic vote for School Council Children write own speeches for Council - Pupil training for Playground leaders and IT champions - Mirror General election with school's own election in Year 6 - Pupil voice on selection of House Captains/Head Boy/Girl
<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as IT champions / peer mentors and playground leaders. Have various responsibilities.
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks. - Student teachers - Parents invited in to discuss their work (Year R)

SMSC Evidence at Hartley Primary Academy:

CUL TURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	- Challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	- Cultural elements in topics studied: South America / Greece / Egypt - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	- Differentiation in planning to challenge pupil's learning. - Giving the pupils opportunities to showcase talents: Music/Choir ; inter school sports;
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- Creative Quest Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. - In RE and assemblies, children will learn about different events in various religions' calendars. - KS2 visit the theatre. - FS visit to the theatre. - All children encouraged to showcase their musical skills and show to school in assemblies - Year 6 Leavers service in the church.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	- Visitors from re-enactment groups providing workshops for various year groups (recently Romans and Greeks) - Yearly theatre trips for some year groups - School visit of local Morris Side to share cultural traditions each year.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	- School's creative curriculum. Plan exciting Quest topics with cultural links - Assistant Principal carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.