



'With God all things are possible.' Matthew 19vs26. We raise aspirations and encourage perseverance to reach goals in life and learning.

SMSC Guidelines and Expectation for Hopton Primary School

October 2020

Updated February 2022

SMSC is a dimension of the whole school experience at Hopton which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of our school and is an essential ingredient of school success.

This guidance is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the vision of Hopton Primary School:

Our curriculum at Hopton has been developed by staff around opportunities for the children to develop their understanding of SMSC.

As a team we asked ourselves two questions....

1. What kind of children do we have at Hopton?
2. What is it that they need from our curriculum?

We came up with these 6 curriculum drivers to be the basis for our teaching across the school; Play, Wonder, Insight, Risk, Voice and Experience.

(See Appendix 1)

The School Vision

Hopton CEVC Primary School is a 'school for everyone' which prides itself with the presence of God around the school. The school upholds Biblical Values but is open to nurturing the spiritual development of children with some or no faith. Adults model the values of life and teach respect for others within the school.

Hopton has close links with the local church and as well as the more traditional visits made at Harvest, Christmas and Easter, we also celebrate our connections with the church by holding other special assemblies and events there. Hopton School contributes to the Parish Magazine, writing articles and sharing pictures of school life. We are also proud to acknowledge that we are an outward thinking school, holding multiple events to raise money for children in other countries. Every day there is a time for collective worship in the school and there are also other opportunities for children to find peace in the reflective garden. The Schools Faith Council is instrumental in developing ideas around faith and asking the important question 'Where is God in this?' Their voice and ideas are prevalent in the school. The behaviour of both the children and staff reflect the Christian ethos of the school, we celebrate all that we are and all that we can be.

This guidance relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they advocate.

1. Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Objectives

The pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;

- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

In Practice at Hopton Primary School, this is delivered through:

1. A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
2. A PSHE/RSE programme that as a focus on personal development and the nurturing of the whole child.
3. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
4. Educational enrichment trips, creative partnerships and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world;
5. A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it;
6. A rewards system developing pupil self-esteem through certificates, postcards home, merits and a weekly celebration assembly.
7. Displays of pupil work bring a sense of pride in the work pupils produce and therefore a sense of expressing and celebrating the talents of the individual;
8. The use of school council to involve pupils in the life of the school.

Moral Development

Aim

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives of the behaviour policy are to promote the concept of excellent behaviour by being:-

- Kind and considerate
- Helpful to others and listening to what they have to say
- Quiet around the school holding appropriate conversations
- Committed to school and classroom rules.
- Committed to a healthy, safe and environmentally friendly school

In practice – at Hopton Primary School this is delivered through:

- Clear models of good behaviour from staff and pupils and reinforcement of school and classroom rules both inside and outside of lessons.
- PSHE/RSE programme for Years R - 6
- Assembly themes on moral issues, developed and reinforced in classes.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of pupils in teams across the school: Pupil council and Faith Council.
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.

- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour.

Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Pupils will be encouraged to:

- Maintain and develop relationships within the school working successfully with other pupils and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

In Practice, at Hopton Primary School we provide opportunities for pupils to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner.
- Elected school council representative to feedback views, ideas and concerns to the school.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where pupils have the ability to learn both with teacher interaction and support, but increasingly with more independent study.

- PSHE/RSE programme for Years R-6
- Participate in the wider community through visits to old peoples group, use of the church regularly and strong link to the village chapel and youth group.

Cultural Development

Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In Practice at Hopton Primary School we encourage:

- Educational visits at home and residential.

- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other schools – in order to better understand other cultures and ways of life.
- PSHE/RSE programme for Years R-6.
- MFL taught weekly at KS2.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals.
- Provision of a prayer tree to allow time for personal and private reflection.
- Drivers and values across school that facilitate the exploration of other cultures and beliefs.
- Access to the Internet in order to explore cultures and activities as extension learning

Role of Senior Leaders and Key Staff

- To undertake audits and observations of developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To plan with SMSC opportunities in mind and support staff in promoting British Values.
- To promote pupil "voice" opportunities and the related teams in order to maximise pupil participation.
- To compile and update a portfolio (photographs and programmes) to record the school's support for S.M.S.C.

- To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

British Values and SMSC

Through the provision of SMSC Hopton Primary School aims to:






- enable pupil to develop their self-knowledge, self-esteem and self-confidence;
- enable pupil to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupil to accept responsibility for their behaviour, show 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;
- enable pupil to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupil to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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.

Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their

classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

Appendix 1:

Driver	Description	Linked values
	<p>Playing is a huge part of my human fabric. Being playful within my learning allows me to explore the impossible and pour fun into the process. Socialising and interacting with others is a skill that needs to be developed over time. I am open to solutions and actively seek to get on with everyone.</p>	<p>FRIENDSHIP (1) THANKFULNESS (2)</p>
	<p>I am enthusiastic and passionate about life. I love to ask 'what if...?' and allow my imagination to take me on a journey. I am open to the fact that something may have more than one answer and take pleasure in exploring the possibilities. My joy in learning new things is infectious and I often take others on my journey.</p>	<p>WISDOM (1) HOPE (2)</p>
	<p>I understand who I am and the impact my actions have on others. I have an understanding of the world around me, looking to learn about other cultures and beliefs. I am tolerant of others and how they see the world. I have a solid moral compass and strive to lead by example in all areas of life.</p>	<p>COMPASSION (1) RESPECT (2)</p>
	<p>I take part in unusual and daring activities that take me out of my comfort zone. I take part in new experiences whether I like them or not! My learning is exhilarating and I come to school with a sense of excitement. I break away from daily routines to keep myself moving forwards and loving what I do.</p>	<p>COURAGE (1) CREATIVITY (2)</p>
	<p>I understand that communication is the key to relationships and learning. I am able to use my voice in a manner of complex ways which led me to forge friendships and extend my knowledge. I take pride in voicing my opinions and seek to listen to others in the process. My voice is the most powerful tool I can harness</p>	<p>STEWARDSHIP (1) JUSTICE (2)</p>
	<p>I am open to new experiences and use them to scaffold my learning. I understand that in order to grow I need to embrace all that is on offer to me. I use experiences to make links and conclusions about life. I share experiences with others and play an important role in discovering and exploring</p>	<p>SERVICE (1) HUMILITY (2)</p>