

Heart of the Forest Community Special School

SMSC Policy 2022



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Website:	Yes	Type:	Statutory

Introduction

At Heart of the Forest School we recognise that education should not solely be concerned with the development of knowledge and skills but should also encompass the personal development of each young person. We understand that the social, moral, spiritual and cultural development of our students plays a significant part in their ability to learn and achieve. Our curriculum focuses on the holistic development of the individual; addressing all of their needs including emotional, physical, relational, intellectual, creative and spiritual. We therefore aim to provide an education that delivers opportunities for the young people to explore and cultivate:

- Their own personal values and beliefs,
- Spiritual awareness,
- A positive, caring and tolerant attitude towards other people
- Community awareness and a sense of belonging,
- An ability to communicate effectively and interact positively in all social settings
- An appreciation of the diversity and richness of cultures, including their own.

We also promote the development of responsibility towards others and the environment. We encourage students to respect specified fundamental British values, including democracy, personal liberty and rule of law.

Principles

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities These policies all underpin the Curriculum model, putting the child at the centre of all we do.

It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

Our School Vision and Values

At Heart of the Forest our vision is to create relevant opportunities to build skills and knowledge through an aspirational and personalised curriculum, inspiring meaningful experiences and connections with the wider world. All students are supported to uphold the following school values including through the delivery of SMSC;

- **H**eard
- **E**mpowered
- **A**chieving
- **R**espected
- **T**rusted
- **S**afe

Aims

By providing a nurturing environment along with the delivery of a broad and balanced curriculum we at Heart of the Forest School aim to:

- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Empower students to develop their self-knowledge, self-esteem and confidence.
- Enable students to distinguish right from wrong and to respect the rule of law.
- Encourage students to accept responsibility for their actions and choices, show initiative and understand how they can contribute to community life.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable students to develop an understanding of their individual and group identity.
- To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- Encourage students to respect fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Offer a balanced presentation of opposing viewpoints where political issues are brought to the attention of students

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Students are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school supports children's spiritual development by:

- ✓ Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- ✓ Encouraging children to explore and develop what animates themselves and others
- ✓ Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- ✓ Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect

Moral Development

Students are encouraged to understand the need for a common code based on the school values of treating others as they would wish to be treated and the school values. At Heart of the Forest School we work towards an understanding of what is right and wrong. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Our school supports student's moral development by:

- ✓ Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- ✓ Promoting racial, religious and other forms of equality
- ✓ Challenging stereotyping
- ✓ 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
- ✓ Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- ✓ Rewarding expressions of moral insights and good behaviour
- ✓ Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- ✓ Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.
- ✓ Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Our school develops student social development by:

- ✓ Identifying key values and principles on which school and community life is based
- ✓ Fostering a sense of community, with common, inclusive values
- ✓ Promoting racial, religious and other forms of equality
- ✓ Encouraging pupils to work co-operatively

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Our school develops cultural development by:

- ✓ Extending pupils' knowledge and use of cultural imagery and language
- ✓ Encouraging them to think about special events in life and how they are celebrated

- ✓ Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- ✓ Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- ✓ Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness.

SMSC Delivery at Heart of the Forest School

An assembly program has been implemented to allow for every week, every child will experience a daily assembly consisting in a week of:

- a whole school celebration assembly
- Pathway assembly
- Daily opportunities for collective worship

The SMSC assembly calendar (sample below) further identifies the theme for the week, this theme underpins the assembly and is utilised to develop the class thought for the week.

Theme	Thought for the Week
World Book Day	The importance of the written word
Fairtrade	Fairness
Spring season	Start of new life
World Down syndrome Day	Respecting and celebrating differences
Trust/ stranger danger	Trust
Holy Week*	Forgiveness
Ramadan *	Thinking of others
Deaf Awareness Week International Dance Day #	Hearing others messages, and beauty of music Dancing around world
Florence Nightingale Birthday	Helping others
International Day of Families	What is a family
Respecting self and others	Respecting others
Queen's Platinum Jubilee	World oceans day – recycling and waste
Healthy Eating Week*	Father's Day
World Music Day/ World Refuge Day	Beauty/variety of music
Summer season	Growing
Anniversary of NHS*	What health service means to us and how it is different in other countries
Emily Pankhurst birthday - Suffragettes	Sexual equality
World Day for International Justice	Justice
*Potential for speaker # Potential for visitor	

Daily collective worship allows the community of the school to be brought together, achieved by incorporating sign of the week, thought of the week, daily news activities and during focused PSHE sessions. Each class will encompass the following 10 minute PSHE/SMSC focused session at the end of the school day, differentiated to support the understanding and needs of individual learners within each pathway;

- **Pathway 1** – PSHE
- **Pathway 2** – Communication
- **Pathway 3** – Reflection

The routines and structures in the school build on SMSC development as follows;

Spiritual	<ul style="list-style-type: none">• School commemorating events e.g – world book day, pancake day, Fairtrade, Christmas etc• Displays
Moral	<ul style="list-style-type: none">• Zone board for rewards• Choice time• Class Star of the Week• School council
Social	<ul style="list-style-type: none">• Activities in community• Visitors to the school• World of work – employer encounters• Mixing pathways and classes for events and play ground• Incest Choir mixing with other schools
Cultural	<ul style="list-style-type: none">• Open theatre• Choir• Enrichment activities

SMSC is delivered throughout the curriculum at Heart of the Forest School and can be found across all subjects. Please refer to the SMSC curriculum overview for further information.

Monitoring and Evaluation

Provision for SMSC Development is monitored and reviewed on a regular basis. This is achieved by:

- Curriculum subject leaders identifying aspects within their subjects to be included in teacher planning.
- Senior Leaders monitoring teacher plans and their evaluations and assessments.
- The Assistant Head Teacher overseeing Personal Development and RE Subject Leader shall have oversight of this policy and monitor the provision of SMSC Development.