

**At Hamstel Infant School and Nursery we believe that Spiritual, Moral, Social and Cultural development (SMSC) and the promotion of British Values plays a significant part in children's ability to learn and achieve.**

## INTENT—We aim...

To give all children opportunities to explore and develop their **own values and beliefs**.

For all children to have the knowledge and understanding of **different faiths, cultural diversity, feelings and values**.

For all children to recognise the difference between **right and wrong**. Display **good behaviours** and understand the **consequences** of their behaviour and actions.

For all children to have a **positive, respectful** and **caring** attitude towards all people.

To ensure all children learn and apply the skills needed to be a **responsible adult** and **prepare** children for future life in **modern Britain**.

To provide children with the **oracy** skills and vocabulary needed to **communicate** with others.

To ensure our **curriculum** and **enrichment** opportunities are **accessible** to all children.

## IMPLEMENTATION—How do we achieve our aims?

At Hamstel Infant School and Nursery we believe that the Spiritual, Moral, Social and Cultural (SMSC) development and the promotion of British Values should be embedded in every aspect of school life to prepare children for life and work in modern Britain.

### The Rule of Law and Moral Development



The **importance of laws and rules** are consistently reinforced and embedded throughout our school. At the start of every year each class discusses and sets its own rules and values that are clearly understood by all and are seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. We plan opportunities for children to explore the difference between **right and wrong** and make the right choices. Our children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the **consequences** when laws are broken.

### Democracy



Democracy is embedded at our school. Children are always **listened to** by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. The **election** of the **School Council, Eco Committee** and **Wellbeing Champions** are based solely on children's votes, reflecting our British electoral system and demonstrating democracy in action.

### Individual Liberty



Within our school, children are actively encouraged to make choices, knowing that they are in a **safe and supportive environment**. As a school we teach and provide boundaries for our children to make choices safely. Our children are encouraged to know, understand and exercise their rights and personal freedoms. Our children are taught how to make choices safely through our e-safety and PSHE lessons. Children are able to vote for pupil choice, such as playtime events.

### Respect and Tolerance for different faiths and beliefs



Respect is one of our **core values** and is deeply embedded in all we do. The children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. Our **RE curriculum, assemblies, visitors from the community, visits to places of worship**, ensure children have a thorough understanding of different faiths and beliefs. During Multicultural Week the whole school focuses on different countries from around the world. Beliefs, traditions and customs are studied in depth, with visitors being invited in to our school to enrich and extend understanding. Through this our children gain an enhanced understanding of their place in a culturally diverse society. Children are given the opportunity to be reflective about their own beliefs and form their own perspective on different faiths, feelings and values. They are encouraged to show enjoyment and fascination towards themselves and the world around them and reflect on this with imagination and creativity.

## Curriculum

SMSC development is embedded and delivered through our PSHE and RE lessons. We follow the updated edition of the **PSHE Association** Programme of Study and the **Agreed Syllabus for Religious Education**. Weekly standalone lessons are taught both in PSHE and RE to ensure SMSC development is covered. Lessons are adapted and scaffolded to ensure they are accessible to all children.

**Assemblies, Collective workshop**, opportunities for **quiet reflection** further enhance the four British Values: democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. British Values, key events and religious festivals are planned and taught through these assemblies.



## 'We Care': Social Development

SMSC development and British Values are underpinned by our School Value **'We Care.'** Promotion of the values: working together, enthusiasm and determination, caring, aspire, respect and effort and resilience all support SMSC development and British Values. We are a **nurturing** school and put emphasis on nurturing and supporting relationships across the school to empower children to become **confident, independent, happy members of society** who are keen to contribute to the **community**. Our Values are displayed in classrooms and around the school building allowing them to be referred to regularly. Every week we focus on one value, which the children are awarded for demonstrating.

## Oracy and Vocabulary Development

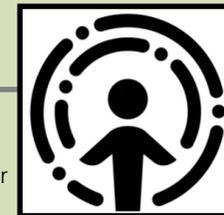
The four objectives of the oracy framework are taught explicitly to all children to enable successful, inspiring speech and **effective communication**. Children are taught the explicit skills needed to have discussions and how to argue and defend their and others points of view.



## Enrichment: Personal and Cultural Development

To promote every child's Spiritual, Moral, Social and Cultural development, **enrichment** and **personal development** opportunities are planned for to further enhance the children's **cultural capital**. These experiences include:

- \* Parent Workshops: phonics, reading, handwriting, maths, Christmas craft day, relatives afternoon tea, sewing, outdoor learning, Easter crafts.
- \* Performances: Nativity, Christingle, Easter, Year 2 end of year production
- \* Remembrance celebrations
- \* Odd Socks Day, Children in Need, Comic Relief,
- \* Educational Visits: Southchurch library, Southend Beach, The Hive, Hyde Hall, Local Church visits
- \* Outdoor Learning: 50 Things
- \* Singing club: visiting local residential homes, Southend Music festival
- \* Sporting events: Borough Sports, Pentathlon, Three Tee's Cricket
- \* Jackson Diego Assemblies, Storyteller visits, author visits
- \* Visits from people of different faiths,
- \* Visits from authorities: Police and Fire Service



## Behaviour Policy: Social Development

Our **behaviour policy** actively promotes the **British Values and SMSC development** and promotes challenging behaviours in school that are contrary to fundamental British Values.

Children are taught the need for rules. Our **high expectations** are the **shared responsibility** of all and children are praised and rewarded for **good behaviour**. There are **clear expectations** for the classroom, corridor, dinner hall and playground. All adults **model** and display high standards of behaviour, setting an example for children. We do this by setting a calm, purposeful atmosphere across the school which creates a secure learning environment where children can safely **develop self-esteem and discipline**. Adults can actively model, teach and encourage positive attitudes through all interactions with children.

## IMPACT—How will we know we have achieved our aims?

All children have opportunities to explore and develop **their own values and beliefs**.

All children have the knowledge and understanding of **different faiths, cultural diversity, feelings and values**.

All children recognise the difference between **right and wrong** and display good behaviours. Consequences of their behaviour and actions are understood.

All children have a **positive, respectful and caring attitude** towards other people.

All children learn and apply the skills needed to be a **responsible adult**. Children are prepared for life in modern Britain.

All children have the **oracy** skills and vocabulary needed to **communicate** with others.

All children have **access** to the full **curriculum** and **enrichment** opportunities.