

## Spiritual, Moral, Social and Cultural (SMSC) Development at Hutton Cranswick CP School

At Hutton Cranswick C P School, 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 Hutton Cranswick C P School
<b>SPIRITUAL</b>	
<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"> <li>- Regular Assembly topics for whole school: Please see assembly timetable.</li> <li>- Assembly timetable recognises key festivals in religions and special days.</li> <li>- RE curriculum using Agreed Syllabus.</li> <li>- Harvest Festival assembly in school led by Rev Elliott and the support of charity voted for by School Council (Driffield Food Bank 2018/19).</li> <li>- Easter Assembly led by Rev Amos in school with our annual Bonnet Parade.</li> <li>- Christmas Carol Concert in St Peter's Church.</li> <li>- Infant Christmas Production in school.</li> <li>- Speakers in assemblies to discuss impact on lives; Rev Elliott /Rev Amos/ Pupils / Others</li> <li>- Assemblies have time built in for reflection/prayer</li> </ul>
<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"> <li>- RE Curriculum discussions.</li> <li>- Show and Tell in KS1 where children explain what they have done when not in school.</li> <li>- Celebration Assembly where children's external activities are celebrated.</li> <li>- Encouraging pupils to share their beliefs with their classes and during assembly.</li> </ul>
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> <li>- RE Curriculum</li> <li>- PSHCE curriculum – Heartsmart Toolkit</li> <li>- Global learning elements throughout certain HCCPS Learning Challenges across school.</li> </ul>
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy</li> <li>- Our School Vision and Aims displayed in central areas and all classes</li> <li>- Our School Expectations of CARE displayed in central areas and all classes</li> <li>- Charity and fundraising events –, Children in Need, Red Nose Day, Dove House Hospice, Sign Health</li> <li>- Daily act of collective worship/assembly</li> <li>- Collective worship led by Rev Amos and Rev Elliot from village churches</li> <li>- RE planning and curriculum; knowledge and response</li> </ul>
<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"> <li>- RE planning and curriculum; school has moved towards focussing on one religion alongside Christianity per year. We have so far covered: Islam, Judaism, Buddhism and</li> </ul>

	<p>are currently focussing on Sikhism.</p> <ul style="list-style-type: none"> <li>- PSHCE curriculum - Heartsmart Toolkit.</li> <li>-- Positive Behaviour Policy</li> </ul>
<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"> <li>- Explicit teaching of manners and politeness for pupils and staff.</li> <li>- Positive Behaviour Policy rewarding children in many ways for following the school's expectations.</li> <li>- Reinforcing concepts in whole school assemblies</li> <li>- School expectations and Class rules across EYFS and whole school and displayed in each room.</li> <li>- School Council; regular meetings, display in hall and information on the school website.</li> <li>- Pupil voice is key – we have School Council, Health and Safety Ambassadors, Junior Travel Ambassadors, Sports Crew and Eco- Warriors. These groups meet regularly and make a difference to our school and beyond.</li> <li>- Clear set of values across school and on display.</li> </ul>
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> <li>- Value pupils' questions and give them space for their own thoughts ideas and concerns.</li> <li>- Enable pupils to make connections between aspects of their learning.</li> <li>- Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are encouraged to ask varied and differentiated questions; this is looked for during scrutiny and during lesson observations.</li> <li>- Encouraging pupil thinking time when answering</li> <li>- Training on AfL techniques for whole cohort participation and effective questioning.</li> </ul>

### M ORAL

<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"> <li>- Positive Behaviour Policy which is displayed in each class</li> <li>- Positively worded whole school expectations agreed in collaboration with children and staff</li> <li>- Regular updates and reinforcement in assemblies</li> <li>- Star of the Week, Top Table, Perfect Presentation, Always Child, Be the Best you can be child all recognised and celebrated in Celebration Assembly.</li> <li>- Whole school house point system</li> <li>- HCCPS Vision and Aims promoted across school</li> </ul>
<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"> <li>- Trips organised with Religious theme studying different faiths – visited the Buddhist Centre, had visits from the Iman and held Sikhism workshops.</li> <li>- In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral viewpoints.</li> <li>- RE books</li> <li>- Positive Behaviour Policy</li> <li>- School Council</li> <li>- Eco- Warriors and gardening club: consider how local environment changed in a positive way or negative.</li> <li>- Eco day for the whole school with a visitor</li> </ul>

<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"> <li>- E Safety Computing lessons</li> <li>- Anti-Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week. Pupil voice shown on our website</li> <li>- Drug Awareness talk with Year 6</li> <li>- Big Talk Education workshops across school</li> <li>- School Council makes decisions on events, changes and improvements to be made in school</li> </ul>
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> <li>- Positive praise</li> <li>- House points system across school</li> <li>- Celebration assembly with Star of Week certificates relating to school values and good learning traits.</li> <li>- Lunchtime behaviour rewarded through Top Table winners</li> <li>- Regular prizes/regular rewards for in class behaviour.</li> </ul>
<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"> <li>- Reinforcement in Assemblies – children very clear on expectations</li> <li>- Recognise days such as anti-bullying and safer internet. Look at how it feels to be “wronged”.</li> <li>- Winning house teams and winning class for their environment and attitudes to leaning receive treats.</li> <li>- E Safety Computing long term plan and policy</li> <li>- Respond to national events in Assemblies</li> </ul>
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> <li>- RE planning and curriculum</li> <li>- PSHCE curriculum – Heartsmart</li> <li>- Global Learning issues addressed in HCCPS Learning Challenges</li> </ul>
<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"> <li>- Four expectations consistent across school with one that reflects this.</li> <li>- Positive Behaviour Policy with consistent expectations across the school; school expectation relates to respect for property. – care for our school.</li> <li>- Class and school expectations reinforced by Playground leaders.</li> <li>- Eco-Warriors looking at ways to improve school and the environment</li> </ul>
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> <li>- Whole school, Key stage and Class Assemblies – see assembly timetables</li> <li>- By acknowledging the positive and negative benefits of the Internet.</li> <li>- Visitors as part of the collective worship including Rev Amos and Rev Elliot local churches</li> <li>- Opportunities in music to learn to play an instrument; teaching pupils self-discipline</li> <li>- In sport, make clear fair play and the shaking of hands.</li> </ul>

<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> <li>- School Vision and Aims displayed in the front entrance and all classes.</li> <li>- Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.</li> <li>- School displays promote British values.</li> <li>- Consistent display within all classrooms with Four Expectation displayed.</li> </ul>
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**SOCIAL**

<p>Identifying key values and principles on which the school community life is based.</p>	<ul style="list-style-type: none"> <li>- Positive behaviour Policy</li> <li>- Consistent whole school Expectations</li> <li>- Collaboratively agreed and shared Vision and Aims with all stakeholders.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>- All policies reflect the Single Equality Policy</li> <li>- Clear Single Equality policy –</li> <li>- Competitive Sports Days in Houses</li> <li>- Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance Day, Fairtrade Celebrations.</li> <li>- Family learning through parental workshops and open mornings.</li> <li>- Links with the Parish Council.</li> <li>- Links and work with the local Care Home.</li> </ul>
<p>Encouraging pupils to work cooperatively.</p>	<ul style="list-style-type: none"> <li>- School Council</li> <li>- Learning Partners during class discussions</li> <li>- Eco- Warriors, Sports Crew, Junior Travel Ambassadors and Health and Safety Ambassadors.</li> <li>- Staff training on AFL Strategies and Talk Less Teaching – Strategies embedded in class.</li> <li>- Regular competitive sporting events</li> <li>- Fundraising Events</li> <li>- Playground leaders</li> <li>- Sports Crew organising whole school challenges</li> </ul>
<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<ul style="list-style-type: none"> <li>- PSHCE / Heartsmart challenging stereotypes.</li> <li>- In History, children learn about how different civilisations are organised socially.</li> </ul>
<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> <li>- Christmas Productions EYFS and KS1</li> <li>- Christmas Carol Concert for KS2</li> <li>- Year 6 end of year Production and Leaver's Assembly</li> <li>- Sports Day</li> <li>- Half termly HCCPS Learning Challenges have enrichment and enhancement opportunities with visitors and trips</li> <li>- Enhancement days with dress up / thematic creative</li> </ul>

	<p>tasks</p> <ul style="list-style-type: none"> <li>- Creative high standard topic books.</li> <li>- Residential experiences in Year 6</li> </ul>
<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"> <li>- RE curriculum and books</li> <li>- PSHCE Curriculum / Heartsmart</li> <li>- School involvement in community events such as remembrance and Bonnet Parade</li> <li>- Involved in community improvements with Parish Council. Improvements to the park and road safety. .</li> <li>- Reflected on British Values and our school values; kindness / respect / responsibility.</li> </ul>
<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"> <li>- Whole school assemblies on aspirations, talents and targets.</li> <li>- Careers Morning planned in for Summer term 2019</li> </ul>
<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"> <li>- Pupil elections and democratic vote for School Council</li> <li>Children write own speeches for Council</li> <li>- Pupil training for Playground leaders in Year 5</li> <li>- Involvement of the School Council in Senior Leader Interviews</li> <li>- Mirror General election with school's own election</li> <li>- Participating in Remembrance</li> </ul>
<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> <li>- School Council choose how to raise money and fundraise for charities and involved in whole school change.</li> <li>- Children plan further ways to improve our school</li> <li>- Pupils have roles in school in different pupil voice teams. They have various responsibilities and lead assemblies and events.</li> </ul>
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> <li>- Promoting parents to volunteer to support pupil's learning, including regular reading - all classes have a volunteer for reading.</li> <li>- Parents invited to Open Morning and afternoon.</li> <li>- Student teachers</li> <li>- Careers Day planned for Summer 2019.</li> </ul>

### CUL TURAL

<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> <li>- Fairtrade Fortnight and within the curriculum</li> <li>- Curriculum Learning Challenges in History and Geography provide opportunities for this.</li> </ul>
<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> <li>- Cultural elements in Learning Challenges studied: South America / Africa / Greece / Egypt</li> <li>- Sharing stories from other cultures and countries in assemblies and lessons</li> </ul>
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> <li>- Differentiation in planning to challenge pupil's learning.</li> <li>- PSHCE / Heartsmart curriculum look at personal gifts and talents.</li> </ul>

	<ul style="list-style-type: none"> <li>- Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music.</li> <li>- Participation in More Able workshops at local secondary schools.</li> </ul>
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> <li>- Children participate in French Day.</li> <li>- When studying other cultures make links to art / music / crafts.</li> <li>- In literacy, engage in texts from different cultures.</li> <li>- In RE and assemblies, children will learn about different events in various religions' calendars. .</li> <li>- Participation in Art Project and display work at Art Gallery in school then frame work and sell to Parents.</li> <li>- Making links with global events such as the Olympics, Winter Olympics or World Cup. Held World Cup Day fr the whole school.</li> <li>- Looking at the local history and how different cultures have shaped it through specific year groups HCCPS Learning Challenge.</li> <li>- All year groups visit the theatre every year.</li> <li>- Children who learn an instrument in school perform to parents at our open afternoon in the summer.</li> <li>- Year 6 perform in the end of year production.</li> <li>- KS1Christmas show on stage in school.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>- Opportunities for musicians to perform to their parents.</li> <li>- Drama productions performed to wider community in school.</li> <li>- Specialist Visitors for different subjects in school to led workshops – recently History Specialist</li> <li>- Yearly theatre trips for all year groups</li> <li>- Local artist completed workshops in school</li> <li>- All classes have at least one school visit per year to a wide range of museums, galleries.</li> </ul>
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> <li>- Learning Environment Expectations which reflect themes taught</li> <li>- Art work displayed across school of a high standard.</li> </ul>
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> <li>- School's HCCPS Learning Challenges are planned thematic topics with cultural and global links and learning elements in each.</li> <li>- In history and science, look at how developments from around the world affect our daily life</li> </ul>



# Spiritual

School Vision and Aims and Positive Behaviour Policy

Charity Work/Fundraisers

Themed days / Weeks

Visitors from Different Faiths

PSHCE / Heartsmart

Whole School Assemblies

Assembly Reflections

RE Curriculum Planning

HCCPS Learning Challenges

Celebration Assemblies

Residential trips

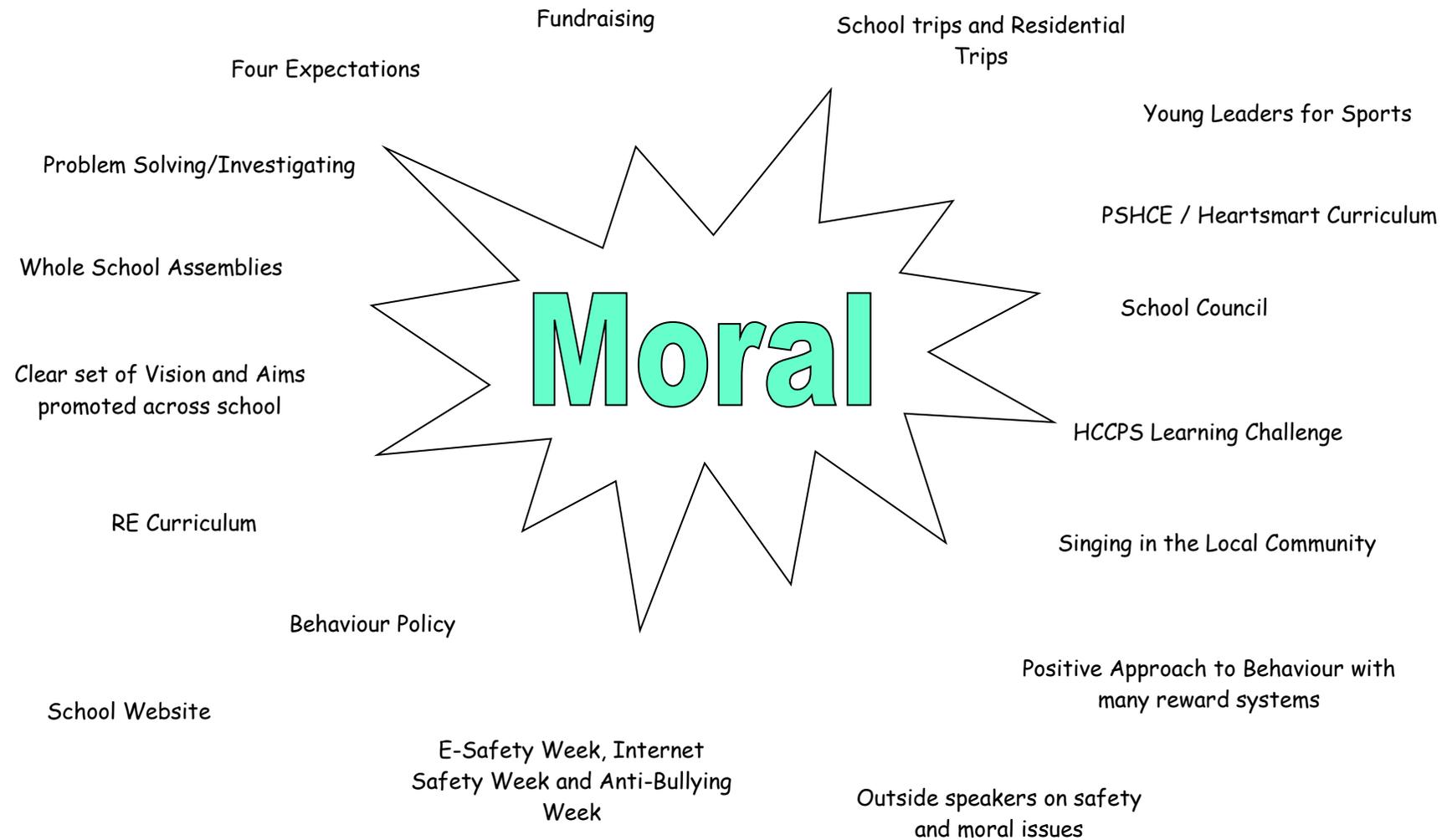
Play Leaders

Display provoking thought

School Website for photographs

Learning Mentor with ELSA

Marking and Feedback Policy



# Social



Behaviour Policy

Sports Day

Lunchtime Play Leaders

Contribution to Local Community Events

PE and Sport Competitions in  
Local Area

Family Learning through workshops and  
open mornings/afternoons

Drama performances

Curriculum Topics through HCCPS  
Learning Challenges

School Trips and Residential  
Trips

Group Work in Lessons and AfL  
opportunities

Whole School Assemblies

Links in the community

After School Clubs

Charity Work/Fundraisers

Parish Council Links

# Cultural

