



Statement of Intent for SMSC at Hogarth Primary School

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Intent

We recognise that the spiritual, moral, social and cultural development of our pupils is of fundamental importance in the 'whole child' education we strive to achieve. It supports all areas of learning and is key to a child's motivation to learn. We recognise that such development is most successful when the values and attitudes promoted by all the staff provide a model of behaviour for our pupils.

We aim to provide an education that gives pupils opportunities to explore and develop their own values, beliefs and spiritual awareness. We aim for children to demonstrate a positive caring attitude towards other people, have an understanding of their social and cultural traditions and have an appreciation of the diversity and richness of other cultures, whilst encompassing the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with other faiths and beliefs.

From EYFS to Year 6, we seek to promote a caring, compassionate and inclusive environment within which all children are valued, enabled to flourish and enabled to be the best that they can be. We facilitate this by fostering our core values of Responsible, Respectful, Reflective and Resilient and children are constantly reminded of these through our curriculum and curriculum enhancement.

Our intent is to enable our children to become healthy, independent and responsible citizens and to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up.

Spiritual Development Intent

- To give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- To give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To develop a climate or ethos within which everyone can grow and flourish, respect others and be respected.

- To accommodate difference and respect the integrity of individuals.
- To encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- To use imagination and creativity.
- To experience Awe and Wonder.

Moral Development Intent

- To enable pupils to recognise the difference between right and wrong, using this as a basis for behaviour which is promoted consistently through all aspects of the school.
- To help pupils to understand the consequences of their behaviour and actions.
developing an open and safe learning environment in which children can express their views and practise moral decision-making.
- To promote positive behaviour, values and expectations.
- To model, through the quality of relationships and interactions, responsibility and respectfulness.

Social Development Intent

- To engage with British Values of democracy, the rule of law, liberty, respect and tolerance.
- To use a range of social skills in different contexts, for example co-operating, working and socialising with other pupils.
- To build a sense of community, with common, inclusive values.
- To provide positive collective experiences – for example, through assemblies, team activities, school trips, residential experiences, school productions.
- To help pupils to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect.
- To provide opportunities for engaging in the democratic process and participating in community life e.g. school council.
- To help others through raising money for charity.
- To provide positive and effective links with the world of work and the wider community.

Cultural Development Intent

- To appreciate and explore the wide range of cultural influences that have shaped our own heritage and that of others.
- To value the things, we share in common across cultural, religious, ethnic communities.
- To promote racial, religious and other forms of equality.

- To recognise and celebrate the different cultures represented in the school and wider community.
- To participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- To have an appreciation and understanding of major world religions.

Implementation

SMSC is underpinned by our PSHE curriculum, which is based on the Kapow scheme of work, and our RE curriculum, which is based on the Saffron Academy Trust scheme. It is also delivered through our Thrive@Hogarth and Personal Pupil Passports initiatives (see our website for more detail). These start in EYFS and follow the children through to Year 6. Assemblies, trips, workshops and special events, such as Anti-bullying Week, Children in Need, Remembrance Day and Black History Month, enhance this.

SMSC is also seen in other subjects, such as Geography, where they have a growing understanding of different cultures and traditions (see Appendix 1).

There are often occasions where teachers may feel it necessary to teach PSHE as a result of an issue that has arisen in their own class. Our teaching approach places a great emphasis upon mutual respect and understanding, collaboration and cooperation. Whole school and class assemblies make links to PSHE, British Values, SMSC and our school values. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Displays throughout school reinforce the PSHE curriculum enabling children to make links.

Impact

The impact of SMSC can be judged by talking to our pupils and by observing their learning behaviours. It can also be seen in our Personal Pupil Passports which is one of the ways assessment of PSHE is carried out by teachers.

Children will leave Hogarth Primary School being responsible, respectful, reflective and resilient and having developed way of thinking like a responsible citizen.

Spiritual Development Impact

Pupil's **spiritual** development is shown by their -

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Willingness to reflect on their experiences.

Moral Development Impact

Pupil's **moral** development is shown by their -

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about moral and ethical issues.

Social Development Impact

Pupil's **social** development is shown by their -

- Use of a range of social skills in different contexts including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development Impact

Pupil's **cultural** development is shown by their -

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in and respond to for example, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Appendix 1

How does the curriculum contribute to SMSC learning at Hogarth Primary School?

	Spiritual	Moral	Social	Cultural
English	<ul style="list-style-type: none"> Communicate thoughts, feelings and emotions through daily literacy activities. Learn about the world around us through fiction and non-fiction books. Awe and wonder of story telling 	<ul style="list-style-type: none"> Positive communication with peers and staff in class and on playground. Story books with themes about right and wrong. Parables and Fables. 	<ul style="list-style-type: none"> Using talk to aid writing. Shared enjoyment of an interactive story. Developing pupils' ability to communicate with others. 	<ul style="list-style-type: none"> Exploration of a range of cultures through stories. Participation in Christmas shows. Themed Days eg Chinese New Year.
Maths	<ul style="list-style-type: none"> Exploration of natural forms and patterns. Discovery of new strategies. 	<ul style="list-style-type: none"> Understanding of others mathematical ability. Participation in practical mathematical activities. Cooperative use of manipulatives Self-assessment/peer marking. 	<ul style="list-style-type: none"> Turn taking in maths games. Using talk for maths. Group work and problem solving. Outdoor activities. 	<ul style="list-style-type: none"> Fund raising activities for our school and others. Playground activities. Familiarisation with number. through maths songs and number rhymes.
Science	<ul style="list-style-type: none"> Time to reflect on the awe wonder of the natural world. Mountains, seas, volcanoes Consideration of the wonder of creation through fieldwork. 	<ul style="list-style-type: none"> Consideration how we can help to save the world Learn how to plan scientific investigations 	<ul style="list-style-type: none"> Work as part of a team to carry out experiments Work together to improve an area of the environment eg pond area/ field. 	<ul style="list-style-type: none"> Understand the different methods to generate energy around the world. eg Solar power, Wind Farms.