

## **Surrey Hills Primary School**

### **Social, Moral, Spiritual and Cultural Development**

SMSC – is rooted in the broad and balanced curriculum which supports pupils to respect, care for others appreciating diversity and pupils benefit from a wealth of additional opportunities through extra-curricular activities and off site visits.

The school places great emphasis on encouraging the children to become responsible members of the school community and we do this in a number of ways.

Through planned assembly themes, children are encouraged to care for one another and respect all.  
Appendix 1

The children are involved in planning their class rules and encouraged to follow them

Playground buddies are responsible for caring for the younger children

Children who show themselves as good members of the community are rewarded in celebration assembly

### **Social Education**

The “Care Values” which underpin the school ethos serve to create a sense of community, with common and inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religious or non-religious beliefs flourishes.

Teaching pedagogies promoted in the school encourage pupils to work coop-operatively and the curriculum incorporates positive group activities through for example, team activities, residential experiences, visits, school drama and music productions as well as bi annual class assemblies. Encouraged pedagogies also involve children developing their speaking and listening skills. PE and other areas of the curriculum focus on collaborative skills.

Children are encouraged to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour. Older pupils are playground buddies to the younger children to model playing and friendship behaviours.

The school council consists of children from each year group and meets termly to discuss children’s concerns and to support the decision making of the school as well as organise events such as Red Nose Day.

The Care Values, and reference to them throughout the school, helps pupils to understand the importance of thoughtfulness, honesty, respect for difference and sound moral principles. Through this understanding and modelling children are helped to develop these personal qualities. Themed assemblies address social play, bullying and other difficult issues which help the children develop strategies. Caring and sharing values are embedded throughout the school. A young carers focused assembly explored the issues facing young carers of which there are a higher than average proportion in the school.

The curriculum currently provides cross curricular opportunities for learning and understanding different communities such as religious, cultural, local and global. Children participate in their local

community through the schools involvement in events such as country dancing at the local fair. The choir take part in external events including singing in a local care home.

Outside speakers and visitors from key sectors of the community such as the police, fire and medical services develop children's awareness of how society functions.

Opportunities are provided for pupils to exercise leadership and responsibility through the buddy system and prefect system as well as the Care values ethos where children are expected to consider others. These settings provide opportunities for pupils to demonstrate initiative and organise activities for themselves and others

PSHE lessons throughout the school provides discussion opportunities for children to celebrate success and develop understanding and strategies for social situations and issues including opportunities for role play to develop strategies. Discussions are planned for where teachers model and highlight the skills involved in social behaviours and scaffold opportunities for children to develop these skills. Higher order questioning to enable children to explore issues and situations.

Whole school events such as the recent Pumpkin competition enable children to work together and to develop in teams and develop links and awareness of other classes in the school.

Cross-age clubs such as garden club, breakfast club, after school club, karate, art club and sports activities enable children to develop working collaborative relationships with children of different ages.

Forest schools supports children develop social behaviours and considerate, respectful attitudes.

A lunchtime club is run for emotionally vulnerable children on an invitation basis. Trained ELSA's at both sites see vulnerable children on a regular basis. Social skills and awareness programmes have been set up and run at present with y5/6 and will roll out to Y3/4 in the near future.

### **What we would like to develop:**

Greater involvement in Forest schools

School linking or partnership work to give pupils the chance to mix with pupils from different areas/ cultures/ faiths

### **Moral Education**

All staff model strong moral behaviours from the framework of values and behaviours for the school and which is promoted consistently through all stakeholders

The ethos of the school is underpinned by Care Values. Appendix 2. These are embedded in the culture of the school

Parents are aware of the school ethos which embeds UK law, care values and procedures this enables learning at school to be supported at home

Prayer opportunities during the day enable reflection Religious Education throughout the school embodies strong moral values. Each class has a Religious Education display.

If ever any discrimination of race, religion, gender, sexual orientation, age and other criteria arose it would be addressed immediately. The school promotes equality.

Pupils have opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities

Through celebration assemblies and other systems such as house points, children are rewarded for good behaviours: making the right choices and showing consideration for others, children and adults

If there are breaches of agreed moral codes these are discussed when they arise through PSHE sessions in an informed and balanced way with the implications on society and themselves considered

Models of people making the right choices are shared with the children across the school curriculum through literature, humanities, sciences, arts, assemblies, relevant role models both historic and contemporary, and acts of worship;

The children develop an understanding of the importance of a cohesive, harmonious, law abiding society through displays relating to the schools care values and other age appropriate activities.

PSHE is included in the weekly curriculum for all children. Appendix 3

Forest schools embed moral education as does the social skills element of the curriculum.

Specific foci such as studying the Paralympic games enrich children's development of moral codes.

The behaviour policy throughout the school develops a sense of what is right and wrong and that there are consequences for inappropriate behaviours. The children know that it is "good to be green", are very aware of the expectations and understand consequences if this is not achieved.

### **What we would like to develop:**

Greater role play to enable children to experience moral dilemmas and develop reaction strategies throughout the whole primary stage.

Greater Forest school educational opportunities throughout the school.

Opportunities for children to know and understand how today's legal system has evolved, why it is important, what the law is and the importance of abiding by it.

To develop opportunities in the curriculum to teach pupils about citizenship, and the importance of being a good citizen.

## Spiritual Education

The Religious Education curriculum, PSHE lessons and cross curricular topics incorporate teaching styles which value pupils' questions and give them space for their own thoughts, ideas, and concerns. Issues such as bereavement are discussed in PSHE, including dealing with loss. Children have opportunities to explore and critically analyse what interests and inspires themselves and others;

Religious Education includes the study of different religions; Hinduism studied alongside Indian culture, Islamism and the study of Egypt and study of events in the Christian church; Easter, Christmas and Harvest. All children attend a Remembrance assembly following age appropriate study of the meaning of Remembrance Day.

The children visit churches, mosques and the synagogue.

Teachers and other adults act as role models of the values desired in pupils by ensuring they model the Care Values.

The ethos of the school enables all children to reach their potential regardless of gender, race, disability, or other equalities issues. Where pupils already have religious or non-religious beliefs, they are supported and encouraged with these beliefs in ways which are personal and relevant to the children.

Children are aware of their achievements and know how they can improve their learning. They are involved in developing their own targets and the assessment of when they have achieved the targets.

The curriculum provides opportunities for spiritual development through learning outside the classroom; through Forest schools, local Surrey Wildlife Trust visits, drama, music, art, visits to museums and other curricular linked visits. The two sites are part of their communities, children visit groups in the villages, they sing at Christmas for community groups. The whole school community joins together for Carols by candlelight.

As a church school with a strong ethos of Care Values, children are encouraged to reflect and learn from reflection including through prayer and thought. Clergy visit the school frequently to lead collective worship assemblies and model reflection. The children visit the local churches for both historic and spiritual purposes.

The clergy are involved in the school community including school governance.

Individual endeavour is encouraged and celebrated, children are encouraged to participate in sporting events and to take part in musical activities. Their achievement and successes are celebrated through celebration assemblies and the award of house points.

As stated under Moral and Social areas, children are encouraged to work and cooperate as part of a team across the curriculum as well as during extracurricular activities.

The structure of the school provides opportunities for pupils to develop leadership skills through the prefect system and the buddy scheme. They learn skills through this and through the school ethos which is underpinned with Care Values, to enable them to take care of themselves and others, and develop self-reliance.

## **Cultural Education**

We provide opportunities for pupils to explore their own cultural assumptions and values through PSHE lessons and the opportunities in the curriculum including celebrations such as Chinese New Year, Diwali, Christmas, Easter, Mother's day, Father's day and Harvest.

We provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance to other events; Mary Secole, Florence Nightingale, Guy Fawkes and other historic figures. During historical investigation identifying the cultural impact on events.

We have celebrated themed days such as Geography Awareness Day where we had a local children's Geographical author who held an interactive workshop on animals from around the world.

Literature from a range of cultures is studied throughout the school; Benjamin Zephaniah's poetry, Egyptian stories, Studying The Adventures of Tom Sawyer.

A Jamaican / Irish storytelling duo have worked several times with the younger children presenting them with a different cultural experience.

Comparison of cultures, discussing attitudes, values and traditions of diverse cultures is embedded in the curriculum, examples are studying French and Spanish culture alongside learning the languages in Years 5 and 6. In Years 3 and 4 Indian culture is compared with British culture.

The children have opportunities to explore different values, beliefs, and cultures through a different approaches, including discussion and debate, in order to gain understanding. This is part of the Religious Education curriculum and cross curricular topics.

The school has developed partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre companies visit KS1, Years 3 / 4 visit Haslemere Museum to enrich their study of the Egyptians.

Students studying languages at the local secondary schools work with Year 5/6 pupils in the summer term.

### **What we would like to develop:**

Opportunities for pupils to mix with children from other cultures, for example through school linking programmes;

More cultural visits to museums, art galleries, organise outside speakers to enrich the curriculum.

Involvement with black history month.

Greater involvement of outside speakers and experts to enrich the curriculum.

Awareness of lesbian, gay, bisexual and transgender communities.

The quality and nature of opportunities for pupils to extend their cultural development across the curriculum. In particular developing an understanding of the cultures of the UK. Welsh, Scottish, and Irish cultures.

## **BRITISH VALUES**

The children learn about the people in the community who help us, the police and other services.

Remembrance Day and the Armistice are acknowledged by the school and the children engage in activities appropriate to their age.

All classes are represented on the school council which meets regularly to enable the children to participate in the decision making of the school leadership team. Children are elected onto the school council through a democratic process.

During the school day there are expectations of the children in line with British values, modelling features of British society such as waiting in line.

National events such as the Olympics and royalty celebrations such as the jubilee are celebrated at the school. The school participates in national charity appeals; Children in Need, Comic Relief,

Surrey Hills Primary School is involved in Forest Schools especially with the youngest children but is developing this further through the school.

Religious Education at Surrey Hills includes discussion of different faiths and cultures

The children learn about British history, including studying British inventions, and especially local history to understand their local area. We embrace the literary heritage of Britain through studying great authors such as Shakespeare and more contemporary authors such as Michael Morporgo, Roald Dahl and Jaqueline Wilson. The whole school is engaging in a Shakespeare week this year where plays will be studied and children will engage through a range of activities including dressing up as Shakespearian characters.

The school is involved in traditional village events such as an annual medieval fair and the crowning of a Rose Queen. Children wear traditional dancing costumes.

Good sportsmanship is developed through PE lessons, sports events which are focused at engaging all children regardless of abilities.

Children's achievements are acknowledged regularly through weekly celebration assemblies

Each year the school produces musical productions; in addition our choir participates in the Leith Hills Music Festival and sing in the community.

Our music curriculum not only teaches the children to sing and play percussion instruments but also introduces them to different styles of music. The school is participating in First Access music programme (in conjunction with Surrey Arts).

The children are encouraged to have an active lifestyle and the school promotes physical fitness in a number of ways including swimming. The school works with a variety of sport providers to ensure the sports premium is used effectively. We are working with the Dorking School Partnership to provide high quality CPD for staff to ensure the sports premium has a long term benefit.

### **What we would like to develop:**

Opportunities in the curriculum to study great British people

Visits to widen knowledge of great British events