



St Hilary's School

SMSC Policy

At St. Hilary's School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned throughout the curriculum and all areas of school life.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

As part of SMSC, we actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and teaching and in the resources the school makes available.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles. (see PSCH Policy which includes Mission Statement and Values.)
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

- To ensure that pupils know what is expected of them and why.
- To enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To understand that there is freedom to hold other faiths and beliefs and that this is protected by law.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- To encourage a respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life in accordance with the Christian ethos of the school.

We do this through:

- Fostering high quality discussion in lessons, particularly in regard to ethical or wider issues.
- Recognition of effort through praise and rewards.
- Prayers in school assemblies

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Listen and respond appropriately to the views of others understanding that respect and tolerance for the views of others, including those of different beliefs, is essential.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others – learning about the balance between individual liberty and respect for others.
- Distinguish between right and wrong and behave accordingly.
- Understand how right and wrong is at the heart of the British value of justice and the rule of law.
- Show respect for the environment.

We do this through:

- Reinforcing high expectations of behaviour both in and out of lessons.
- Modelling and encouraging appropriate means of discussion and debate as part of curriculum subjects.
- Working on the balance between inclusion and selection in sports and in the Performing Arts
- Providing opportunities for pupils to take the lead – School Council, Year 6 roles and responsibilities, class roles, Eco Committee.
- PSICHE lessons which focus on Government and current affairs.
- Philosophy on the curriculum

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual identity.
- To become more aware of their relationships – friendships, teams, houses and other group settings.
- Learn about service in the school
- Learn about service and wider community.

We do this through:

- Roles and responsibilities in class and beyond and playing a part in School Council and Eco Committee
- Activities in Form time – ‘all about me’, self reflective activities, CV’s etc.
- Providing mixed-aged opportunities throughout the school through buddy systems and house events.
- Inviting visitors from the local community or charities in to talk to the children as classes, year groups or to the whole school as part of an assembly.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions across all subjects, but particularly PSCHE, RS lessons and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop an understanding of different faith and cultures.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the headteacher
- Regular discussion at staff and governors' meetings
- Audit of policies, plans and Schemes of Work.
- Sharing of classroom work and practice.
- Assemblies book and PSCHE display.
- Each class has its own PSCHE book.
- Regular inclusion on SIP.

Reviewed: June 2019, June 2020

Next review date: June 2021

Person responsible: Mrs Gemma Mitchell (Deputy Head Pastoral, Safeguarding and Compliance)

Appendix 1 : Activities at School

<u>Spiritual</u>	<u>Social</u>
<ul style="list-style-type: none"> -Assemblies -Hymn practice -Chinese new year -Operate in a Christian ethos -Harvest -Diwali -Encourage awe and wonder at special events, births, nature, seasons etc. -‘Worry box’ -Relaxation times to music - Happy thoughts and daily worries - R.S classes - Respect other families faith’s and help each other understand -Form time – opportunities to be thankful/think of others/how fortunate we are -Trip to synagogue -Carol service 	<ul style="list-style-type: none"> -Talk about disagreements -SHA day / grandparent and parent tea -Buddies – integration with older children -Talk about family and how they are at home -Circle time -Moments -True friend band -Visiting nursing homes -Christmas boxes - Team games - Choosing at playtime /stories/songs - All about me sheets -Dads camping -Hill fest -Birthday well wishes/sung spontaneously by pupils at lunchtime -Teachers help and intervene when there are social difficulties -Teambuilding -How we should treat others – playground issues -Community events
<u>Moral</u>	<u>Cultural</u>
<ul style="list-style-type: none"> -School rules – talk and display -Sawubona -Friendship Band -Circle team -Behaviour talked about -Harvest – shared with elderly charities -Thank you letters following events and activities -Sorry letters -Awareness of other members of the school -Class rules, expectations and rewards are clearly established -Debates in English -Teamwork in sport and auditions – accepting you can’t always have the position you want -Fair-trade fortnight -Buzzy Bee wall -Model respective -Star of the week -Polite manners -Achievement wall -Story time -Golden rules -Green rules -Friendship bear -Sportsmanship – ‘personal best’ -Abbey, True grit -Quiet for the register -Friendship talks -Visiting theatre company 	<ul style="list-style-type: none"> -Chinese new year and lunch -Diwali -Awareness of members of school and local community -Trip to Milestones museum and Arundel Castle -Charities -Machwa -Term 1 talked about how we are different -Cooking other types of food -Using children’s backgrounds and cultural knowledge in form time and appropriate lessons - Roleplay – e.g. Chinese takeaway - Topic displays -Cultural art project -R.S. - Discuss different cultures from holidays/places visited -French/Spanish lessons -Ombrosa -Talk about and celebrate different cultures – Russian (Vlada) Greek (Eva) Ella VN (India) -Geography

Appendix II

Recognising Fundamental British Values at St. Hilary's Preparatory School

Value	Statement	Evidence	Impact
Mutual respect and the tolerance of those with different faiths and beliefs.	<p>Respect is a fundamental value in our school which is pivotal to much of the day to day work of the school.</p> <p>We develop this mainly through our RS and PSCHE curriculum, through History and Geography topics in the new curriculum as well as through assemblies which develop overall SMSC qualities. We undertake to teach pupils about festivals and beliefs from a range of faiths across Britain today whilst maintaining a Christian base.</p> <p>We encourage language learning and cross-cultural communication skills</p> <p>There is collaboration between learners and teachers with schools or organisations that support school education in other countries</p>	<p>Assemblies – led by Headmistress and also class assemblies</p> <p>RS Curriculum – in EYFS and Pre-Prep religious festivals of various faiths form basis for topic learning; Prep study a religion other than Christianity in more depth as part of their annual RS curriculum – Judaism; Islam; Buddhism etc.</p> <p>Special Lunches e.g. Chines New Year</p> <p>Philosophy timetabled into the curriculum.</p> <p>Year 6 residential French Trip – visit to Rouen and Joan of Arc Museum</p> <p>Visits to local places of worship</p> <p>Topic Work in the curriculum – e.g. Chinese New Year; Diwali; Eid etc.</p> <p>Prep topics include Brazil, Kenya, Baghdad, WWI, WWII</p> <p>International Award; Curriculum work with schools in other countries, St Lucia/ Surrey v Abu Dhabi, Surrey V Ethiopia.</p> <p>Celebrating languages and festivals.</p>	<p>Pupils can articulate why respect is important, how they show respect to others and how they receive it from others.</p> <p>Pupil behaviour demonstrates the understanding of this value.</p> <p>Pupils can talk about different faiths and cultures, asking questions and showing respect for other faith groups and religions.</p> <p>St Hilary's is seeking the next accreditation for the International Schools Award.</p> <p>The school contributes to embedding international learning and global citizenship in the curriculum and improve educational outcomes.</p>
Respect for self and others – individual liberty	<p>Assemblies have focussed on respect – both for self and others. E.g. what makes us unique, a values assembly.</p> <p>These ideas are developed through Form Time/Circle time/PSCHE/RS and Philosophy.</p> <p>Intervention groups are sometimes set up, as and when required, to help pupils improve their self-esteem, self-respect and understanding of others. This includes the Headmistress supporting individuals, small groups or intervention with whole classes.</p> <p>Pupils celebrate success in a weekly</p>	<p>Lesson observations - promotes social and emotional literacy in children and equips them with the skills they need to lead a healthy, happy life.</p> <p>Behaviour Policy, Anti-bullying policy. Pupils own created policy called 'Beat the Bully.'</p> <p>Sept 2019 KS2 Planners – Online Safety Agreement, Mission Statement and Values, Section on Spanish added</p> <p>Intervention form the Headmistress can include; reading with Bella, Ludo and Lemonade, Jammie Dodgers and Dominoes.</p> <p>Intervention groups to develop self-esteem, self-respect and understanding</p>	<p>Pupils are developing in their understanding of basic human rights.</p> <p>Pupils are able to accept responsibility for their actions.</p> <p>Pupils take pride in receiving awards, certificates, prizes.</p> <p>Pupils enjoy the days we collect for charity. They appreciate the fact that they are more fortunate than many others.</p> <p>Pupils show respect for each other and themselves when playing games and competing in sporting events.</p>

	<p>assembly. This is a whole school celebration recognising success during the week. This might celebrate progress, good work, improved behaviour or excellence in attitude to learning/others.</p>	<p>of respect for others. Rewards– house points; Celebration assembly; St. Hilary’s recognition of special moments including TAR (Taking a Risk0, DIY (Do it Yourself), Sawbuona (Empathy), Abbey (kindness), True Friend Band, Commendation and Headmistress award. S</p> <p>Support for charities – local, national & international – a local food bank at Harvest; The Meath; Machwa School – link School in Tanzania; Comic Relief; Children in Need; Poppy Appeal; Water Aid; responding to international disasters e.g. earthquakes in Japan/Haiti etc. First school to become a partner supporting people with Dementia in the local community.</p> <p>Themed Days e.g. Global Goals, World Book day and recognition of significant days/events e.g. Service in School in November commemorating end of WW1, Marriage of Prince William and Princess Katherine.</p> <p>Pupils are taught about respecting feelings through sport.</p> <p>Class debates</p> <p>Respecting nominations and speeches for School Council. Year 6 trip to the Houses of Parliament</p> <p>Ombrosa French exchange</p> <p>Intergeneration _ initiative between local residential home (Jubilee House) and rising 4 year olds</p>	<p>Good Schools Guide (November 2018) ‘Kindness is a recurring theme: children are aware of each other and the need to be good citizens. Pupils told us, ‘If you have friendship fallouts, you’d never know a few days later – it’s a very friendly place.’ Pupils celebrate friends’ achievements via a kindness bucket outside the head’s office and there’s a much-coveted True Friend wrist band awarded to pupils who have been particularly kind and helpful to others. Lots of integration between older and younger pupils, with paired reading, a buddy scheme and ‘helping hands’ which involves year 6s accompanying the same child to each assembly.’</p>
<p>Democracy</p>	<p>Pupils see the fundamental principles of democracy and fairness exercised on a day to day basis in the running of the school. They meet this when discussing fairness and respect as part of the school council elections.</p> <p>All pupils have the opportunity to be elected to the school council each year and this group contributes towards decision making in the school.</p> <p>From their first days at school pupils experience and learn about fairness and turn taking every day both in the classroom and on the playground.</p>	<p>School Council Elections School council involvement in events –Writing /Drawing competition; Fund Raising etc.</p> <p>Year 6 Mock Election for the wholes school linked to Parliament and Democracy</p> <p>Class based activities such as Circle Time; Time to Talk – allowing children to work cooperatively in a group or pairs as well as the whole class. Allowing them to take turns and respect the views of others.</p> <p>Study of major historical events such as the Blitz in World War II (threat to</p>	<p>School Council were the driving force in achieving the silver Eco-Schools Award. This focussed on the conservation of energy and recycling.</p> <p>Pupils are able to work co-operatively in pairs, groups and in whole class situations.</p> <p>Pupils are developing an understanding of their rights and responsibilities.</p>

	<p>Individuals are invited to ‘voice’ their opinions/thoughts and ideas through a pupil questionnaire but also on a daily basis throughout the curriculum and their learning journey.</p>	<p>democracy).</p> <p>Pupil questionnaires – reflecting on self, school and local community.</p> <p>Class strategies – lolly sticks with pupil names on to choose a random pupil to answer a question. Sport is used to teach pupils about fairness and turn taking.</p>	
<p>Rule of Law</p>	<p>Pupils at St. Hilary’s are familiar with this concept through the use of school rules, values and mission statement.</p> <p>This concept is developed in individual classes and on a whole school basis through assemblies.</p> <p>Pupils are taught about the rule of law in the curriculum. E.g. impact of smoking/alcohol in Y5 science curriculum.</p> <p>At St. Hilary’s SRE is tailored to the age and maturity of children. Girls know about puberty before they experience it, and how babies are conceived and born. Relationships education focuses on friendships, bullying and self-esteem.</p> <p>Pupils are taught about Road Safety and the Highway Code.</p>	<p>School Rules – assembly about these–the St Hilary’s way.</p> <p>Playground Buddy’s. Prep/Pre-Prep/EYFS Buddy system.</p> <p>Displays around school.</p> <p>Assemblies about rights and responsibilities.</p> <p>Good Schools guide (November 2018) ‘The ethos of St Hilary’s sets it apart from some of the other prep schools, offering encouraging but unpressured prep school education. Parents feel the school is ‘happy’ and we found smiling, carefree pupils learning and playing in a buzzy atmosphere – ‘the teachers like us to be buzzy bees,’ one girl said, as if reading our minds.’</p> <p>Year 6 trip to Sutton Life Skills Centre.</p> <p>Pupils are taught about Road Safety and when completing their cycling course in Y6.</p>	<p>The school values and mission statement was a collaboration between pupils, staff and governors. Created by all, it has become ‘owned’ by all and is embedded.</p> <p>Pupils are aware of outside influence and dangers present in their community.</p> <p>Pupils know how to cross the road safely and in Y6 are taught the skills to ride safely and responsibly on their bikes.</p>