

Hollins Grundy Primary School

Spiritual, Moral, Social and Cultural development (SMSC) is embedded into our school ethos at Hollins Grundy. We believe it will help children build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports children to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles. As children are growing up in a diverse society, it is important for them to learn acceptance from an early age.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC) is mainly visited through our values of Happiness, Health, Respect, Confident, Creative and Learning.

We also have special themed weeks throughout the year linking to SMSC to enable specific teaching of certain strands. For example, Black History Week (Racial History), Rainbow Week (LGBTQ) and Show Racism the Red Card (Racism).

An important part of SMSC is to support children to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

Spiritual Development

- **Respect**
- **Creative**
- **Learning**

We want children to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage children to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Spiritual development is also about supporting children to be creative, imaginative and reflect on their learning experiences.

Opportunities for Spiritual development include:

- Learning together to value the ideas and contributions of all children.
- Providing a varied and exciting curriculum that inspires children and makes learning enjoyable.
- Coming together in assemblies and special events to share learning with each other and with parents and the community to reflect on our learning experiences.

When asked, comments from children were very positive about the school, and reflected the investment made by the school leaders, teachers and other staff to create a happy, safe and respectful environment.

"I'm glad that all the teachers are helpful, supportive and cheerful." Year 5 child.

"I think we have a nice playground. The children have a lot of fun out there." Year 3 child.

Moral Development

- **Respect**
- **Confident**

Opportunities for Moral development include:

- Children working together to discuss and agree on what they need to do to create a safe, friendly and inclusive environment for learning.
- Opportunities in the curriculum for children to offer their own points of view and to be able to listen to and value those of others.
- In every classroom and throughout the school environment, children are encouraged to make positive behaviour choices and develop strategies to manage conflicts effectively.

Children also shared reflections on some of the ways that the schools helped them to positively manage behaviour and relationships.

“The reflection room is a place where you can go if you have done something wrong and need time to think about it.” Year 6 child.

Social Development

- **Happiness**
- **Learning**
- **Health**

We have developed Kagan skills within all of our classes. This explicitly teaches children the social and relational skills needed to learn effectively in a diverse community.

Opportunities for Social development include:

- Kagan skills across the curriculum and whole school skill focuses.
- Making a positive contribution to the community through fund raising, volunteering and engagement in community projects.
- Supporting children to develop the skills needed for living in a democracy through activities such as elections for School Council and voting in a democratic setting.

When asked the children were aware of the school council and its role.

“It organises events to raise money for different stuff like children in need.” Year 3 child.

They also were able to identify some of the democratic processes involved such as creating manifestos, speaking and voting.

“Before we decide who wants to be on the school council, we have to make a speech about why you would want to be a school councillor.” Year 5 child.

Cultural Development

- **Happiness**
- **Respect**
- **Creative**

Kagan enables children to value living and learning alongside children from different backgrounds, different beliefs and lifestyles.

Children were aware that people are different in various ways, including having different religious beliefs. They also agreed that it was important to learn about different faiths as this enabled them to show respect.

“It is important as if say, someone is a Christian you might want to be careful about saying that you don’t believe in Jesus as they might be offended.” Year 6 child.

“We do RE and learn about different religions and about festivals.” Year 2 child.

“We are learning about Diwali and we designed a Diwali lamp.” Year 1 child.

Opportunities for Cultural development include:

- Providing opportunities in the curriculum for children to visit places of worship and share their beliefs with others.
- Enabling children to enjoy and appreciate a variety of artistic, musical and cultural experiences, including drama, music, singing, choir and sports.
- Themed weeks within school to understand diversity within our society,