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| Date of review | November 2022 |
| Next Review Due | November 2024 |
| Staff Responsibility | RE Lead |
| Notes/Source | |
| Signed by Chair of Governors |  |

SMSC & Collective Worship Policy

Spiritual, Moral, Social and Cultural Development

INTRODUCTION

Our aim at Hunnyhill School is to ensure that children:

- Are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- Are able to develop and apply an understanding of right and wrong in their school life and life outside school. Gain an understanding of their own rights and responsibilities and the need to respect themselves and others.
 - Take part in a range of activities requiring social skills
- Embrace, develop awareness and celebrate diversity and individual's uniqueness in relation to the nine protected characteristics and British Values.
 - Start to gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
 - Nurture and develop an appreciation of theatre, music, art and literature
- Encourage and develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
 - Will be given the opportunity to respond to a range of artistic, sporting and other cultural opportunities
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.
- Begin to prepare for entry into a modern diverse British Society and begin to recognise their place in it now.

The four areas can be defined:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through which reflection children acquire insights into their own personal being and their place in the world.

- Giving children the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on their own and others' lives.
- Giving children the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, respect others and be respected
- Supporting child to develop their own 'spirit', personality and character
- Offering children the opportunity to appreciate the beauty and wonder of the natural environment
- Accommodating difference and respecting the integrity of individuals
- Have 'AWE' and 'WONDER' moments.

We will do this through: School Council; celebrations and praise; use and visits to the local environment; science explorations in the grounds and local area; visits to the wider area; Zones of Regulation; opportunities for gardening such as gardening clubs; celebration of religious festivals through activities and assemblies; RE days including artefacts and resources; PSHE; Collective Worship; School trips, visits and visitors; literacy; dance; geography; art; drama; history, using resources such as artefacts and core learning skills for life.

MORAL DEVELOPMENT: refers to a child's understanding, attitude and behaviour to what is right and what is wrong.

- Providing a clear moral code for behaviour which is promoted consistently through all of school life
- Promoting the nine protected characteristics (as set out in the Equalities Act 2010) relevant to age and understanding of pupils
- Giving children opportunities to explore and develop moral concepts and values throughout the curriculum e.g. truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and make moral decisions
- Rewarding expressions of moral insights and good behaviour
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, child welfare, respect for minority interests, and resolution of conflict
- Recognising and respecting the cultures different from their own
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour
- Providing models of moral standards through the curriculum
- Reinforcing the school's values and beliefs.

We will do this through: Displays around our school; all Curriculum Areas; celebration of religious festivals in RE; discussion of key themes in RE days (such as justice, right and wrong etc); Behaviour Policy Safeguarding policy and practice; SEN policy; inclusion, Equal Opportunities; Celebration Assemblies; Collective Worship themes; SRE & PSHE; 'Ready, Respect, Safe; whole school charity events; School Council; reward systems such as dojos; school and class rules; School Values, Social and Emotional Aspects of Learning.

SOCIAL DEVELOPMENT: refers to a child's progressive acquisition of the competencies and qualities needed to play a full part in society.

- Fostering a sense of community with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues
- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council
- Help children develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Help children relieve tensions between their own aspirations and those of the wider group
- Provide opportunities to participate in the democratic process and participate in making community decisions
- Providing children with opportunities to exercise leadership and responsibility
- Making members of the wider community welcome in our school and keeping them informed of developments

We will do this through: Single Equalities policy; Home-School Agreement; events including Christmas & Summer fairs; involvement with community projects and events; Open days; Website; notice board; child librarians; votes in class on a variety of issues, KS2 buddies; Yr6 children with responsibilities; mixed year group curriculum events, RE; literature including a wide range of texts; PSHE & SRE; democratic voting for roles in school; Anti-Bullying Ambassadors; Junior Governors; Sports Ambassadors; Junior Travel Ambassadors; wide range of artists/author/scientists etc from a range of backgrounds etc.

CULTURAL DEVELOPMENT: refers to a child's developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

- Providing children with opportunities to explore their own cultural assumptions and values
- Celebrating the attitudes, values and traditions of diverse cultures

- Recognising and nurturing particular gifts and talents
- Developing partnerships with outside agencies and individuals to extend child's cultural awareness
- Reinforcing the school's cultural values through displays and photographs
- Using ICT and assemblies to extend knowledge and understanding of those from other cultural backgrounds

We will do this through: Geography; RE; History; Literacy; Collective Worship; Art; Dance; Music; celebrating festivals; ICT such as videos, Google Earth, maps, images to explore different places and cultures; G&T events; local area sports events; school productions.

PROMOTING TEACHING STYLES THAT:

- Value child questions and give them space for their own thoughts, ideas and concerns
- Enable children to make connections between aspects of their learning
- Encourage children to relate their learning to a wider frame of reference – for example asking 'why', 'how' and 'where' as well as 'what'
- Allow for reflection and time to reflect

ANSWERING CHILDREN'S QUESTIONS WHICH HAVE SPIRITUAL AND MORAL DEVELOPMENT IMPLICATIONS

Consideration is given to the age of the child and the situation in which a question arises. At all times we hope that we will be sensitive to the situation. It is our aim to respectfully share each other's views within the class/group and allow time for class discussion.

MEMBERS OF THE GOVERNING BOARD AND PARENTS

Regular contact is maintained with both members of the Governing Board and parents. We encourage parents to contact us about any issue that concerns them.

Collective Worship

Hunnyhill Primary School will comply with the requirements set out in the 1988 Education Reform Act regarding Collective Worship.

Statutory Duty of School

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents).

This is usually provided within a daily assembly. The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body.

Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the Headteacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

An Act of Collective Worship will take place every day. The time at which this takes place and the form of the Collective Worship (whole school, team or class groupings) may vary from day to day. The majority of the Acts of Collective Worship will be wholly or mainly of a broadly Christian character.

The Act of Collective Worship will be non-denominational. Every child will take part in the Act of Collective Worship unless withdrawn by his/her parents/guardians.

The Headteacher will keep a record of Acts of Collective Worship themes. Whilst fully complying with the law, the school will be sensitive to the fact that not all children will come from religious families.

At Hunnyhill Primary we recognise that children in the Foundation Stage will have different needs to older pupils and this will be taken into account during Acts of Worship.

| Collective Worship Timetable | | | | |
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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Class Based and Teacher led worship. | Separate Key Stage Collective Worship | Teacher Led Virtual Assembly | Class-based Collective Worship to reflect on the Tuesday's topic | Celebration Assembly |

Monitoring, Evaluation and Review

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.