



Hogarth Academy

A L.E.A.D. Academy

Social, Moral, Spiritual and Cultural (SMSC)

Spiritual, Moral, Social and Cultural (SMSC) Development

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Hogarth Academy we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> - Regular Assembly topics for Key Stage 1 and Key Stage 2: Please see assembly timetable. - Assembly timetable recognises key festivals in all religions and special days. - RE curriculum using Agreed Syllabus - Harvest Festival assembly - Easter Assembly - Christmas Carol Concert in local church
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - RE Curriculum discussions - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children's external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> - RE Curriculum - Jigsaw curriculum - Global learning elements throughout all the topics across school. Questions at beginning of CSI learning
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events – Macmillan cancer, Children in Need, , Red Nose Day, Water Aid, - Regular Collective Worship - RE planning and curriculum; knowledge and response
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> - RE planning and curriculum - Jigsaw curriculum

<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in each room - School Council; regular meetings - Clear set of values across school and on display.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> - Value pupils' questions and give them space for their own thoughts ideas and concerns. - Enable pupils to make connections between aspects of their learning. - Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Training on AFL techniques for whole cohort participation and effective questioning

MORAL

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Golden Assembly and Reader / Writer of the week Celebration Assembly Friday - Whole school house point system - values promoted across the school.
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths - In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral viewpoints. - RE planning - Positive Behaviour Policy - School Council
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - E Safety Computing planning - Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week. - Drug and alcohol scheme - healthy school curriculum - School Council makes decisions

<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system; weekly, termly and Yearly winners - Celebration assembly with certificates relating to school values and good learning traits. - Termly Reading Prizes for the Reading Challenge - Reader / Writer of the Week awards - Yearly Attendance Awards - Regular prizes/regular rewards for demonstration of good manners and politeness
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - Recognise days such as anti-bullying and safer recruitment. - Winning house or winners of class bonus have “treat afternoon”. - E Safety Computing planning and policy - Respond to national events in Assemblies - In PE, sports selection policy has clear code of conduct on the pitch and within school.
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - Jigsaw curriculum
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - 6 rules consistent across school with one that reflects this. - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 Playground leaders.
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies – see assembly timetables - By acknowledging the positive and negative benefits of the Internet. - Wider opportunities in music; teaching pupils self discipline and learning a brass instrument in Year 4, 5 and 6 - In sport, make clear fair play and the shaking of hands.
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<p>Academy mission statement posters displayed in front entrance</p> <ul style="list-style-type: none"> - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. - School values displayed and add pupil voice comments on the certain school or British values. - Consistent display within all classrooms with 6 rules displayed

SOCIAL

<p>Identifying key values and principles on which the school community life is based.</p>	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school Rules - Consistent 6 core values the school have agreed upon and promote.
<p>Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.</p>	<ul style="list-style-type: none"> - All policies have review statement for equality and inclusion. - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Fairtrade Coffee morning - Family learning through parental talks
<p>Encouraging pupils to work cooperatively.</p>	<ul style="list-style-type: none"> - School Council - Learning Partners during class discussions - Staff training on whole class participation techniques, group work and learning partners. - Regular competitive sporting events - Playground leaders
<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<ul style="list-style-type: none"> - Jigsaw curriculum challenging stereotypes. - In History, children learn about how different civilisations are organised socially.
<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1 - Christmas Carol Concert from the Juniors - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences in Year 6
<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - School involvement in community events - Reflected in our school values; kindness / respect / responsibility.
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets. Childrens assemblies to lead and empower children

Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Pupil elections and democratic vote for School Council - Pupil training for Playground leaders - Involvement in Senior Leader Interviews
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Student teachers

CULTURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> - Global Learning curriculum; Fairtrade / Brazil / Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning. - Jigsaw curriculum looks at personal gifts and talents. - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> - Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. For example, studied Brazil and looked at Favelas in art and Brazilian carnival dance and themed Summer Fair. - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Looking at the local history and how different cultures have shaped it.

<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Specialist Music teacher
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning Environment Expectations which reflect themes taught - Global learning display across the school and school's impact. - Art exhibition in Year 5 where all pupil's art work is show cased.
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - School's creative curriculum. Plan exciting thematic topics with cultural links and Global learning elements in each. - In history and science, look at how developments from around the world affect our daily life - HT carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.

Spiritual



A starburst diagram with the word 'Spiritual' in the center. The word is in a bold, purple, sans-serif font. Radiating from the center are 18 lines, each pointing to a different text label. The labels are arranged in a roughly circular pattern around the center. The labels include: 'Visitors from Different Faiths', 'Academy mission statement, values and Behaviour Policy', 'Charity Work/Fundraisers', 'Hogarth's Got Talent!', 'Themed days / Weeks', 'Jigsaw Curriculum', 'Assembly Reflections', 'Curriculum Topics', 'Residential trips', 'School Website', 'Display provoking thought', 'Marking and Feedback Policy', 'Play Leaders', 'Celebration Assemblies', 'RE Curriculum Planning', 'Whole School Assemblies', and 'Hogarth's Got Talent!'.

Visitors from Different Faiths

Academy mission statement, values and Behaviour Policy

Charity Work/Fundraisers

Hogarth's Got Talent!

Whole School Assemblies

Themed days / Weeks

Jigsaw Curriculum

Spiritual

Assembly Reflections

RE Curriculum Planning

Curriculum Topics

Celebration Assemblies

Residential trips

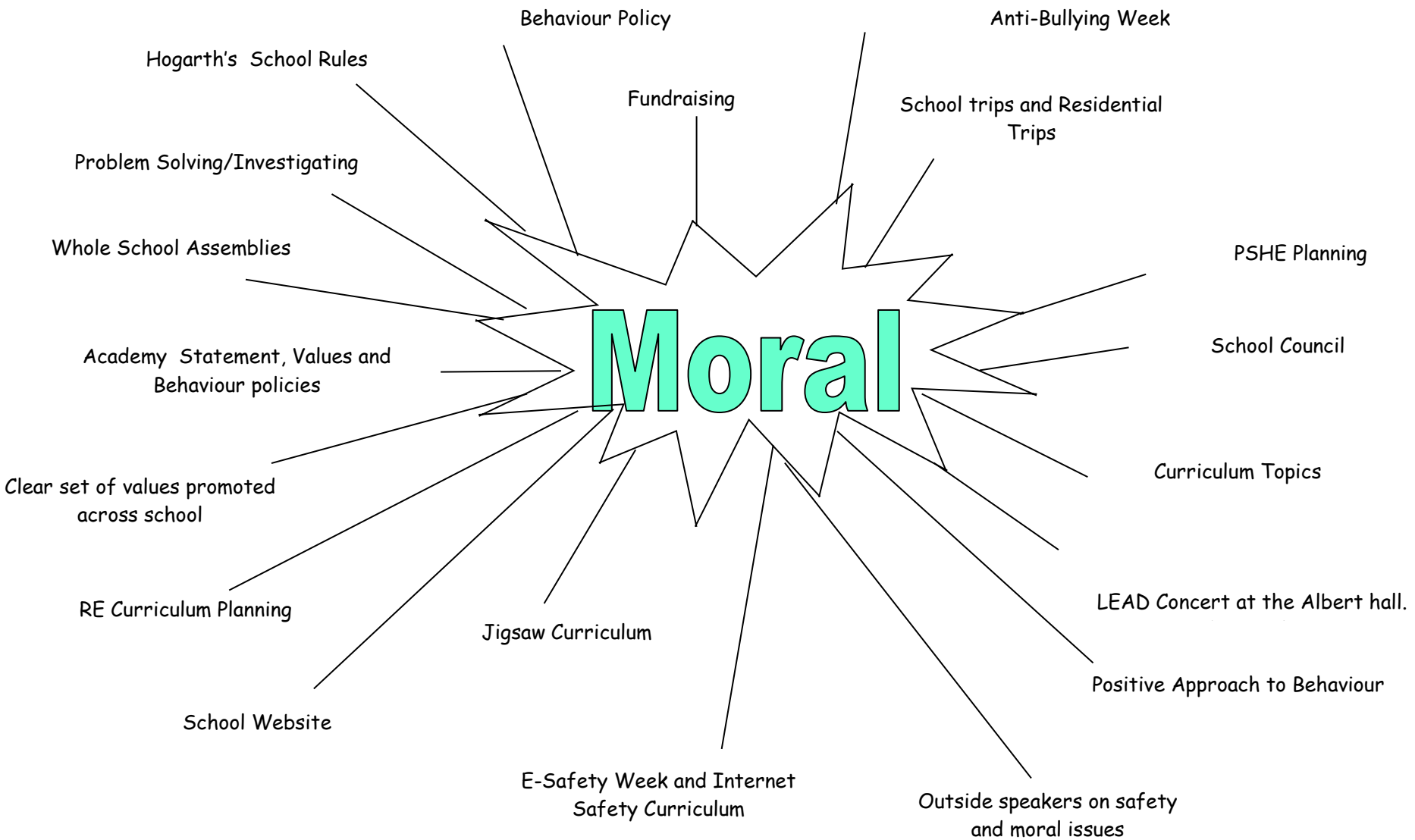
Play Leaders

School Website

Marking and Feedback Policy

Display provoking thought

Moral



Social

