SMSC (Spiritual, Moral, Social and Cultural) 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 respect 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 PSHE 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 and understand the importance of identifying and combatting unfair or illegal discrimination.
- To enable pupils to acquire a broad general knowledge of and request for public institutions and services in England.
- To understand how citizens can influence decision-making through the democratic process.
- 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 and is essential for their well-being and safety.

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 Family 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.
- PSCHE 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 influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European and wider international 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 PSHE, 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, e.g. 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 – e.g. 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, February 2021, June 2021, August 2021, June 2022, January 2023, April 2023, June 2023, January 2024, June 2024, July 2025, October 2026
Next review date: June 2027
Person responsible: Mr Mark Parton (Deputy Head)

Appendix 1: Activities at School

Spiritual	**Social**
• Assemblies • Carol Service • Lunar New Year • Diwali • Encourage awe and wonder at special events, births, nature, seasons etc. • Form time – opportunities to be thankful / think of others / how fortunate we are • Happy thoughts and daily worries • Harvest Festival • Singing Practice • Operate in a Family ethos • Relaxation times to music • RS classes • Respect other families' faith and help each other understand • Rosh Hashanah • Trip to Synagogue • Worry Box / Worry Monster • Thought of the week on Friday Notes • Mane Chance Sanctuary • The Nest • Gratitude Book • Respect Book – Queen's passing • You are awesome imitative	• All about me sheets • Anti-Bullying Ambassadors • Hill Festival • Birthday well wishes/sung spontaneously by pupils at lunchtime • Buddies – integration with older children • Circle time • Choosing at playtime /stories/songs • Christmas boxes • Community events • Camping weekend • Grandparent Tea party • How we should treat others – playground issues • Moments • Playground Buddies • St Hilary's Association Day • Talk about disagreements • Talk about family and how they are at home • True Friend Band • Teachers help and intervene when there are social difficulties • Teambuilding • Team games • Visiting Nursing Homes & Day Care Centres • Whole school Charity Fundraising–Creation of MND Challenge, BHF Raising 'Beat' initiative. • Edi – New doll • Teddies, Tea and Talk Event recognising the importance of Mental Health organised by ABA and Wellbeing Ambassadors • Activities and events to work for Diana Award – respect • St Hilary's Got Talent – pupil led initiative and raised funds for WWF
Moral	**Cultural**
• Abbey Moment • Achievement Wall • Awareness of other members of the School • Behaviour – Beat The Bully pupil policy • Buzzy Bee Wall • Circle Time • Class rules, expectations and rewards are clearly established • Debates in English • Fair-Trade Fortnight • Friendship Band • Social Communications Groups • Green Rules • Golden Rules • Harvest Festival: produce shared with Clock House Day Centre and Meath, Epilepsy Charity and stationery for schools in Gambia • Online Etiquette Award • Polite manners • Pupil of the Week (Pre-Prep) • Quiet for the register • Sawubona Moment (Empathy) • School rules – talk and display • Story Time • Sportsmanship – 'personal best' • Teamwork in sport and auditions – accepting you can't always have the position you want • Thank you letters following events and activities • True Grit Moment • Visiting Theatre Company/workshops/speakers	• Awareness of members of school and local community • Charities and Pupil Charity Reps • Lunar New Year – lunch, celebrations, role play • Cultural Art Project • Discuss different cultures from holidays/places visited • Diwali • French/Spanish lessons • Geography • Machwa School, Tanzania • Ombrosa School, France • R.S/Philosophy lessons • Trip to Milestones museum, Windsor and Arundel Castle • Topic display • Ombrosa School • Term 1: focus on how we are all different • Talk about and celebrate different cultures: Russian, Greek, Spanish, Italian, Bulgarian, South African, Sierra Leone, American, French, etc. • Using children's backgrounds and cultural knowledge in Class/Form time and appropriate lessons • Miss Hiorn's Day – Celebrating through an International Day. • Coronation Concert and Picnic • Parent speakers in to discuss home culture e.g. South Africa, Netherlands, Japan. • M-Factor Event – Linking Music, Movement and Mental Health. House Music/Dance off linked to Eurovision.

Appendix II

Recognising Fundamental British Values at St Hilary's Preparatory School

Value	Statement	Evidence	Impact
Mutual respect of those with different faiths and beliefs.	Respect is a fundamental value in our school which is pivotal to much of the day to day work of the school. 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 our Family values We encourage language learning and cross-cultural communication skills There is collaboration between learners and teachers with schools or organisations that support school education in other countries The school is committed to enhancing equality, diversity and inclusivity	Assemblies – led by Headteacher and also class assemblies 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. Special Lunches e.g. Lunar New Year Philosophy timetabled into the curriculum. Year 6 residential French Trip – visit to Rouen and Joan of Arc Museum Visits to local places of worship Topic Work in the curriculum – e.g. Lunar New Year; Diwali; Eid etc. Prep topics include Brazil, Kenya, Baghdad, WWI, WWII International Award; Curriculum work with schools in other countries, St Lucia/ Surrey v Abu Dhabi, Surrey V Ethiopia. Celebrating languages and festivals. Inviting parents/relatives to share home cultures/traditions e.g. Japan, China, America, Netherlands. Inclusive Governing body with a range of experiences, expertise and qualifications. Class Barrels – each form chose their own EDI book and design their barrel around this theme. EDI toy ABA /Wellbeing Ambassadors Display	Pupils can articulate why respect is important, how they show respect to others and how they receive it from others. Pupil behaviour demonstrates the understanding of this value. Pupils can talk about different faiths and cultures, asking questions and showing respect for other faith groups and religions. St Hilary's is seeking the next accreditation for the International Schools Award. The school contributes to embed international learning and global citizenship in the curriculum and improve educational outcomes. Enriched and diverse curriculum supporting pupils to be global citizens.
Respect for self and others – individual liberty	Assemblies have focussed on respect – both for self and others. E.g. what makes us unique, a	Lesson observations - promotes social and emotional literacy in children and equips them with the skills they need	Pupils are developing in their understanding of basic human rights.

	values assembly, not every disability is visible, all families are different but special, specific assemblies on awareness e.g. dyslexia, Downs Syndrome. These ideas are developed through Form Time/Circle time/PSCHE/RS and Philosophy. 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 Headteacher supporting individuals, small groups or intervention with whole classes. Pupils celebrate success in a weekly 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. Extra-Curricular clubs, speakers, competitions, quizzes and workshops are inclusive to all. The school promotes mental wellbeing	to lead a healthy, happy life. Behaviour Policy, Anti-Bullying Policy. Anti-Bullying Ambassadors. Pupils own created policy called 'Beat the Bully.' Wellbeing Ambassadors. 'Thank you for Making a Difference.' Digital Leaders and Eco Prefects. Sept 2019 KS2 Planners – Online Safety Agreement, Mission Statement and Values, Section on Spanish added Intervention form the Headteacher can include; reading with Bella, Ludo and Lemonade, Jammie Dodgers and Dominoes. Intervention groups to develop self-esteem, self-respect and understanding of respect for others. Rewards– house points; Celebration assembly; St Hilary's recognition of special moments including TAR (Taking a Risk), DIY (Do it Yourself), Sawbuona (Empathy), Abbey (Kindness), True Friend Band, Kindness Bucket, Lockdown Larry Certificate, Commendation and Headteacher award. Prince George Award. Support for charities – local, national & international – a local food bank at Harvest; The Meath; Machwa School – link School in Tanzania; Comic Relief Downs Syndrome; Local litter picking 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. MNDA Schools Challenge Founders 2021. Outreach Music and Sports events- with local schools focusing on Aspirations and Greatest Show. Care home concerts. 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. Harmony day recognising traditional clothing and	Pupils are able to accept responsibility for their actions. Pupils take pride in receiving awards, certificates, prizes. Pupils enjoy the days we collect for charity. They appreciate the fact that they are more fortunate than many others. Pupils show respect for each other and themselves when playing games and competing in sporting events. 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.' Children have a platform for embracing differences and becoming responsible law-abiding citizens. Pupils and Staff work in a positive, encouraging and supportive environment in which all are motivated and happy. The British Council's International Schools Award Voted St Hilary's to be the Independent Prep School of the Year 2020 for their 'energy, super range of activities and demonstrably strong school values'. Working towards Diana Award for

		cultural diversity. Pupils are taught about respecting feelings through sport. Pupil led assemblies e.g. deaf awareness Class debates Respecting nominations and speeches for School Council. Financial Education Ombrosa French exchange Intergeneration _ initiative between local residential home (Jubilee House) and rising 4 year olds Satips General knowledge quizzes, Young Historical Fiction Writer Award, National Maths Inter-School Quizzes, Inter House Sports matches and Fixtures with other schools, Inter house Chess Tournament. A governor is appointed with specific responsibility for wellbeing. Wellbeing polices for pupils and staff promote a supportive community that looks after both mental and physical health. A number of staff are mental health first aid trained and ELSA trained. Miss Hiorns day 2020, raised money for Young Minds and focused on Mental Health and Wellbeing (Give to others, Be Kind, Get Connected, Be Creative, Mindful Movement, Time to be Me, Keep Learning.) Miss Hiorns 2023 raised money with event for British Heart Foundation (2 of our pupils have had Heart treatment). Anti-Bulling Ambassadors Assemblies – working towards PRIDE crossing and bucket of kindness. Pastoral Library Wellbeing Ambassadors Playground Buddies Recognising key dates including; Children's Mental Health week, Internet safety Day	Respect

		Gratitude Journal and opening of The Nest. Respect Book for Her Majesty The Queen. Intergeneration Initiative with Jubilee House Parent Workshops to support pupils – online safety, dementia, wellbeing, EDI, PSCHE/RSHE. ABA and Wellbeing Ambassadors – Teddies, Tea and Talk Event Respect Award – 7 evidence actions including Black History Month assembly/trails, Our voice Matters activities, charitable activities, wellbeing and respect flag, diversity display	
Democracy	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. All pupils have the opportunity to be elected to the school council each year and this group contributes towards decision making in the school. 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. 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.	School Council Elections School council involvement in events –Writing /Drawing competition; Fund Raising, name the bus etc. NSPCC PANTS Initiative delivered to all pupils. Internet Safety day embraced. Year 6 Mock Election for the wholes school linked to Parliament and Democracy. 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. Study of major historical events such as the Blitz in World War II (threat to democracy). Pupil questionnaires – reflecting on self, school and local community. 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. Allowing pupils to learn about turn taking, sharing, winning and losing. Lego Innovation centre, Chess matches and Sports fixtures.	School Council were the driving force in achieving the silver Eco-Schools Award. This focussed on the conservation of energy and recycling. Pupils are able to work co-operatively in pairs, groups and in whole class situations. Pupils are developing an understanding of their rights and responsibilities.

Rule of Law	Pupils at St Hilary's are familiar with this concept through the use of school rules, values and mission statement. This concept is developed in individual classes and on a whole school basis through assemblies. Pupils are taught about the rule of law in the curriculum. E.g. impact of smoking/alcohol in Y5 science curriculum. 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. Pupils are taught about Road Safety and the Highway Code. We recognise that our children are aware of the world around them, they are inquisitive about it and show care and concern for living things and the environment. We know that children are interested in our planet and how to look after it. PSCHE Curriculum has been updated to follow statutory government guidelines and is in line with the PSHE Association. 2020	School Rules – assembly about these– the St Hilary's way. Playground Buddy's. Prep/Pre-Prep/EYFS Buddy system. Displays around school. Assemblies about rights and responsibilities. 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.' Year 6 trip to Sutton Life Skills Centre. Pupils are taught about Road Safety. Whole school collaborative art work projects. Recycling Monitors and Eco Prefects. Online safety and Anti-Bullying workshops for pupils and also parent workshops and updates from DSL. Annual consultations, communication, presentation and workshop with parents regarding PSCHE and RSE	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. Pupils are aware of outside influence and dangers present in their community. Pupils know how to cross the road safely and in Y6 are taught the skills to ride safely and responsibly on their bikes. St Hilary's was the overall award winner at the David Shepherd's Wildlife Federation's Global Art Competitions 2019. With a piece based around the theme of saving our oceans. In 2020- our 'Rainforest' was selected to be displayed at the Natural History Museum. Over 16 different countries took part and over 4,500 pupils. Understanding 'self' and others to develop skills that are in our school values including; Honesty, Patience, Respect, Responsibility, Aspiration, Empathy, Kindness, Inclusivity, Creativity, Perseverance and Resilience.