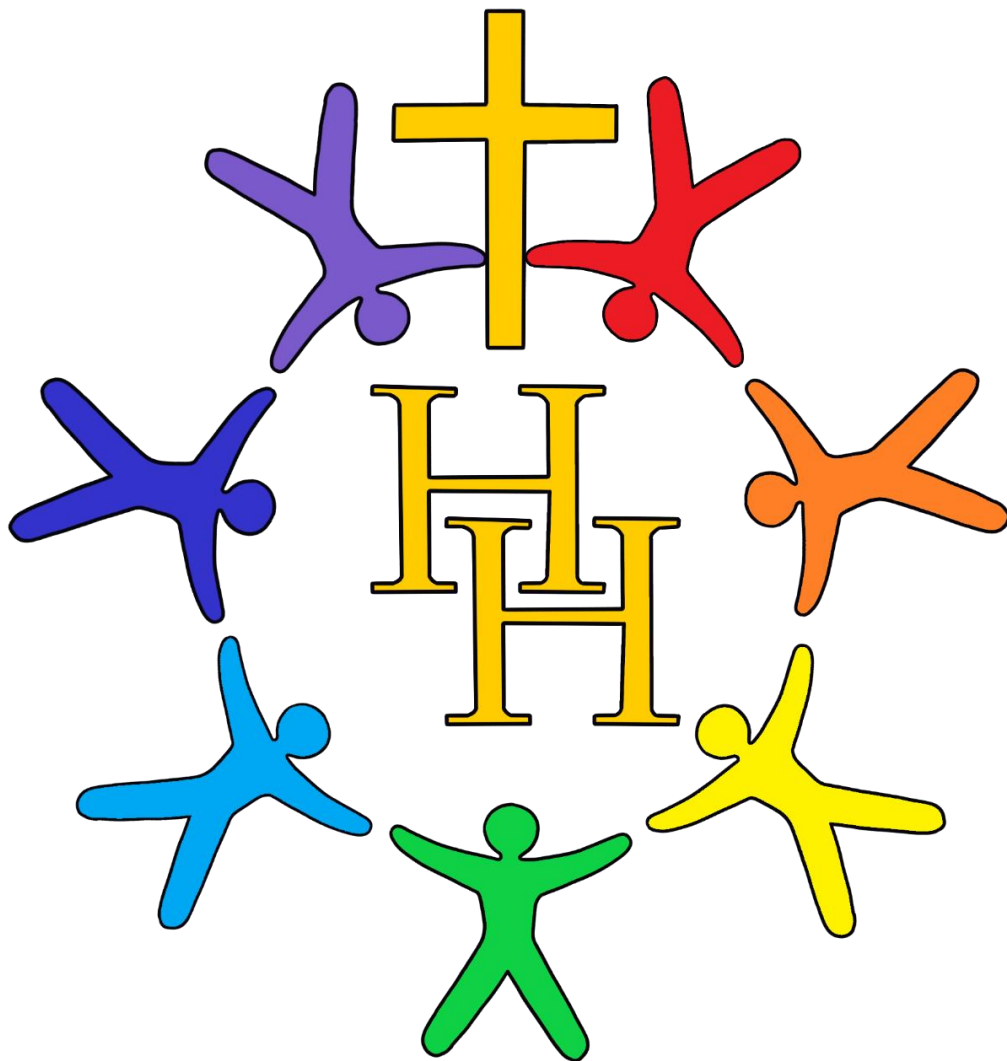


# Hanging Heaton CE (VC) J&I School



**SMSC Policy  
2025 – 2026**

***'Let all that you do be done in love' - (1 Corinthians 16:14)***

Our vision underpins all that we do in school. This vision, supported by our Christian values are an essential part of our school lives, allows us to serve our community by providing a high-quality education within the context of Christian belief and practice.

**Love for learning**

We are all on a fun learning journey in order to achieve our full potential

We celebrate and share our successes and achievements

**Love for ourselves**

We promote a positive, healthy lifestyle and aim to make ourselves the best we can be

We all have our own thoughts, gifts, talents, skills and abilities

**Love for one another**

We look after one another and show care for everybody

We respect the beliefs and cultures of all communities

**Love for our world**

We work together to create a warm, safe and stimulating environment

We act to take care of our wonderful world

We aim to develop our children socially, morally, academically, culturally and spiritually to help them to be more valued and responsible citizens.

**Aims and objectives**

At Hanging Heaton C of E (VC) J & I School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

We use the Values for Life materials across school and closely link SMSC specifically with our PSHE scheme of work but also and more importantly to underpin all our subjects and everything we believe in and do as a school.

## **Spiritual Development**

Spirituality makes us who we are. It is our ability to reflect about our beliefs. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. It is being able to inform our perspective on life and our interest in and respect for different people's faiths, feelings and values. It is those times in our everyday lives that affect or change us in order to make us a better person. It helps us to think about who we are, how we can improve the lives of others and as a result improve our happiness through sharing, caring and being kind. Spirituality allows us to experience and appreciate the beauty of our world and all things great. It is that sense of enjoyment and being fascinated in learning about ourselves, others, the world around us and beyond.

In this sense, spirituality and our school vision - ***Let all that you do be done in love*** - are intertwined: love for ourselves, love for one another, love for our world and love for learning. It is our aim to find effective ways of developing our pupils' aspirations; their sense of identity, self-worth and belonging; their principles, beliefs and values; their appreciation of the world around them, encouraging them to take responsibility and become conscious of the choices they make.

Spirituality is:

***"To feel connected to something bigger than yourself"***

***"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions; inspiration and being aware of something 'bigger' outside of ourselves"***

At Hanging Heaton CE (VC) J & I School, children's spiritual development is fostered through all aspects of school life:

We allow our pupils to understand and explore values and beliefs, Christian beliefs and beliefs that are personal and relevant to them and the way in which they impact on people's lives.

Children are given opportunities to compare views with others, sharing feelings and opinions through discussions and stories.

We are a very caring school and pride ourselves on our ethos of family. Through our Christian Values and curriculum, we teach children to care for friends, family and the community and learn about those we love and who love us. We provide opportunities to understand feelings and emotions and develop understanding and empathy.

Pupils are encouraged to reflect on their experiences as well as learn from these.

We allow pupils to grow and flourish, respect others and be respected.

Children are born inquisitive, and it is our duty to nurture this natural curiosity and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights around us.

We want to encourage them to ask 'big questions' about life, religion, nature, science and any other area of fascination. We promote teaching styles which value pupils' questions and give them time to reflect on their own thoughts and ideas and explore responses.

We allow pupils to know that spirituality is all around us and it is what makes us who we are.

### **Our learning environment and curriculum**

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

### **Moral Development**

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

### **Our learning environment and curriculum**

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school worship that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.

Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures).

### **Social Development**

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

### **Our learning environment and curriculum**

At Hanging Heaton C of E (VC) J & I School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local luncheon club, inter school sports opportunities, other local schools)

### **Cultural Development**

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

### **Our learning environment and curriculum**

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity

Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

### **Monitoring and review**

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leader and Foundation Governor who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.
- Produces annual SMSC audits and calendars.

**Date of Policy:** November 2022

**Reviewed** , Nov 23 Nov 24 Nov 25

**Review Date:** November 2026

**Senior Member of Staff Responsible:** Mrs S Caspell

**Designated Member of Staff:** Mr T Wildey

**Governors responsible:** Father Jonathan Bish