



To inspire, enrich and nurture so each individual reaches their full potential

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Spiritual, Moral, Social and Cultural Development Policy

inc. the promotion of Fundamental British Values at HCFS

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1. Intent

At Hatfield Community Free School (HCFS), we recognise that that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We are committed to providing children with an environment that:

- encourages independence, cooperation, collaborative working and resilience;
- enables children to learn and develop to their full potential;
- ensures the development of self-discipline and encourages children to take responsibility for their own actions;
- encourages respect, empathy and forgiveness towards others, as well as the acceptance of differences.

In order to achieve this, we hope to provide a curriculum that:

- stimulates questioning and challenge;
- is aspirational, flexible, responsive and imaginative;
- is meaningful and engages children;
- prioritises spiritual, moral, social and cultural (SMSC) intellect.

All members of the school community are encouraged to develop responsible citizens through the implementation of Fundamental British Values. Fundamental British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

2. Development Aims

2.1 Spiritual Development

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the Fundamental British Value of exploring and respecting the values and beliefs of others.

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.

2.2 Moral Development

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. This is embedded throughout the school community.

As a school, we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual;
- listen and respond appropriately to the views of others;
- gain the confidence to cope with setbacks and learn from mistakes;
- take initiative and act responsibly with consideration for others;
- distinguish between right and wrong;
- be able to resolve disagreements;
- show respect for the environment;
- make informed and independent judgements;
- morally reflect beyond their own immediate experience, to national and international issues.

2.3 Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

As a school, we aim to promote opportunities that will enable pupils to:

- discuss and display expected standards of behaviour;
- foster the skill and qualities of team building through the development of self-confidence, cooperation, sensitivity to others, reliability, initiative and understanding;
- take responsibility for themselves and others in school and the wider society.

2.4 Cultural Development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the Fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

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 influenced individuals and society;
- recognise different religions around the world and their cultural implications;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions;
- be aware of, and celebrate cultural diversity.

2.5 Promoting Fundamental British Values

HCFS actively promotes the Fundamental British Values of Democracy; The Rule of Law; Individual Liberty; Mutual Respect and Tolerance of those with difference faiths and beliefs.

In promoting SMSC throughout the school, we are able to actively promote Fundamental British Values in ways that are appropriate to primary school children. HCFS is committed to serving our community and recognises the multicultural, multi faith and ever changing nature of the world in which we live. We understand the vital role that we have to ensure groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our staff are dedicated in preparing students for their adult life beyond the formal examined curriculum. We strive to promote and secure British values throughout our curriculum and ethos. This statement demonstrates our commitment not only to promoting British Values, but also celebrating and embracing them.

3. Guidelines

An SMSC calendar is made and created each year. This supports pupils and staff in celebrating a wide range of events and developing a deeper understanding of their importance. 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 in each area of the curriculum.

- The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views;
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals;
- 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;
- Children 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.

All curriculum areas will seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

- To ensure that everyone connected with the school is aware of our values and principles;
- 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 give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience;
- 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;
- To ensure that Fundamental British Values are frequently and purposefully promoted.

4. Implementation

Implementation of 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. SMSC links are made with class learning 'experiences'.

Class discussions, often explored through timetabled 'Thrive' time and within PSHE lessons, 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;
- share thoughts and feelings with other people;
- explore relationships with friends/family/others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open-mindedness, sensitivity, critical awareness.

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.

5. Links to the Wider Community

- The development of a strong home-school association is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil;
- Visitors are welcomed into school including those of multi faith;
- Links with the local community are fostered through supporting the food bank & visits to the local supermarket;
- HSA community events such as the summer and Christmas Fayres;
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it;
- Links with the local fire station;
- Liaison with local secondary schools to support the primary curriculum and effective transition from year 6;
- Liaison with local nursery schools to support the effective transition to reception classes;
- Visits to places of worship of a variety of faiths to be arranged to support the understanding of different cultures.

6. Impact

- Children are happy and value themselves and others as unique individuals;
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach;

- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour;
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life;
- Children make a positive contribution as responsible citizens as they have developed a good understanding of British Values.

7. Monitoring

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of lesson plans and teaching and learning, by Subject Custodians, the Senior Leadership Team, and Trustees;
- discussion at staff and trustee meetings;
- auditing policies and schemes of work;
- sharing of classroom work and practice.

To support with monitoring and evaluating the school's SMSC provision, pupil voice is collected across the school year.

8. Related Documents

- SMSC calendar
- Curriculum and progression maps
- RSE Policy (Relationships including Sex Education)