



**HURLINGHAM
SCHOOL**

Statement of Spiritual, Moral, Social and Cultural Development at Hurlingham School

This policy is made available to all staff at Hurlingham School and Hurlingham Nursery and to parents on request.

It applies to all aspects of Hurlingham School's work, including the Early Years Foundation Stage.

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1. Spiritual Development

Hurlingham is not a faith school, as such, we encourage students to develop their own belief systems and understanding of their place within the context of the wider world, whether faith based or not. We encourage students to discuss these belief systems as comfortably and freely as they can.

Whatever a student's beliefs, Hurlingham's ethos is core within the school. We actively promote mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions and behaviours are challenged as a matter of routine. We encourage respect for all pupils and other people in our community. Particular regard is given to the protected characteristics* of others, as well as embracing children's choices that enable them to be true to themselves. Children are encouraged to utilise their individual talents, contribute to the broader community and respect the various environments - including the natural environment - in which they live and study. We encourage all children to develop a sense of awe and wonder towards their natural surroundings and to think philosophically about their circumstances.

2. Moral Development

Moral Development focuses on encouraging students to form their own sense of right and wrong, based on an awareness of human rights and common humanity in all communities around the world. We teach respect for the Civil and Criminal Law of England, and any teaching of religious law makes clear the difference between this and state law. Pupils are taught to acquire a respect for public institutions and services, such as the Houses of Parliament and the democratically elected government of the United Kingdom. The "Golden Rules", School Council and various pupil committees are starting points for this and are displayed in every classroom. All activity, teaching and discussion actively promotes the fundamental British values of: democracy; rule of law; individual liberty; mutual respect and trust of those with different faiths and beliefs; respect for other people; and having regard to the protected characteristics*.

3. Social Development

Social Development is seen through growth of social skills, working together both in and out of the classroom, contributing to lesson discussions and communicating with teachers and peers. We also encourage the children to make a positive contribution to their lives both within the school and the broader community. We raise money for good causes, often chosen by the children themselves, and the House system actively encourages and facilitates this, with each House running a fundraising event each year.

4. Cultural Development

The school's ethos is to expose all children to a range of cultural encounters, and encourage them to recognise the value and richness of cultural diversity in Britain and worldwide; thus, promoting respect and a culture of tolerance and diversity. When encouraging respect, appreciation and acceptance of all diversity, parity is given to a range of possible lifestyles in line with the protected characteristics* of others. Children are taught to recognise that individual liberty is fundamental to British values and is actively promoted across the school.

5. Practical application of SMSC at Hurlingham

Spiritual Development is demonstrated through a range of assemblies and Circle Times that encompass stories from the major religions and no religion whilst including time for reflection, thought and the school creed; investigations into belief systems and practices; explicit philosophical discussions in, for example, asking what it means to be intelligent and the different natures of multiple intelligences, or the best way to solve certain conundrums (such as spending a million pounds) and more implicit sensations of 'awe and wonder' across the curriculum.

Pupils at Hurlingham come from a variety of different religious and cultural backgrounds including: Christianity, Judaism, Islam and Hinduism, as well as families of an agnostic or atheist background. Children are given the freedom to express their own ideas through discussion, written work and drama, and are encouraged to listen and respond to the views of others which may be different from their own. Through RPE lessons, children in Lower School learn about the common themes between religions by relating them to their own experiences and practices. In Upper School, the children learn more specific details about

different religions and begin to form their own opinions and questions about faith. In all sections of the school, children are encouraged to debate in the context of how religion fits into modern British society and to think philosophically and ethically about a broad range of religious topics. With this understanding, children learn that many cultures have common themes and that all are to be respected and celebrated regardless of difference. Children learn the differences and similarities between their own cultural traditions and of those around them.

Moral Development is a core element of our PSHEE programme and the scheme of work for this subject highlights the various moral components contained within it. For example, many year groups explore 'stories for thinking' and dramas that culminate in moral cliff-hangers; classes discuss what they would do if they were one of the characters in the story. The children experience core texts from major world religions, including Bible stories from the Old and New Testament. These core texts not only broaden general knowledge of the narratives but also teach ethics and codes of behaviour, which are appropriate to children of all faiths. The morals of the stories are applied to the context of everyday life, teaching the children how to be kind to, and tolerant of, other people.

Social Development is fundamental to everything we do. Much of this happens implicitly through playtimes and other recreational activities, although an early assembly in every academic year is a reminder of how to make a pleasant and coherent society. These values are also reflected in our Golden Rules and School Creed. All pupils learn about democracy in action through their PSHEE and a democratic approach to decision-making is modelled and followed by all classes being involved in such institutions as the School Council and various pupil committees such as the Sustainability Group. Community responsibility is encouraged through a range of leadership opportunities, such as Form Captains, Librarians, Sports Captains, Charity Leaders, Mental Health Champions, School Buddies and House Captains.

The Citizenship programme is partly arranged through mixed-age 'family groups', comprising the the four school houses - Swan, Heron, Mallard and Kingfisher - and, together with pupil committees, these facilitate leadership and mentoring roles for older pupils whilst enabling all children to play a part in the development of their school. Residential trips provide another valuable extra dimension to pupils' social learning as these place emphasis on teamwork, personal development (especially in terms of risk taking, courage, initiative and problem solving) and opportunities for individual achievement.

Cultural Development is embraced through the study of different groups of people in Religious Education (RPE) and Geography. An awareness and appreciation of cultural events within the London community is the rationale behind our programme of day trips to venues around the capital. A wide variety of theatre trips is arranged, as well as various excursions to places of national significance, including the Houses of Parliament, museums and galleries. Appreciation of writers, artists and their craft is also celebrated and children have the opportunity to meet various authors, poets and illustrators. Recent visitors have included Nick Butterworth, Morris Gleitzman, Gillian Cross, James Carter, Giles Andreae and Chris Bradford. Additionally, Hurlingham works with children from a variety of types of families including single parents, same-sex parents and married and unmarried couples. With this broad diversity comes a true tolerance and harmony between various cultural traditions, heritages and backgrounds.

6. Evidence of SMSC at Hurlingham School

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Development (Spiritual):

- Respecting ourselves and others
- Different types of families and relationships taught through RSE education
- Wider World Reflections (creating conversations around different texts)
- PSHEE ground rules for lessons encourage freedom of speech and opinion without prejudice
- Values discussed through RSE - consent
- Children's Mental Health Week - expressing yourself and being content with being yourself
- Learning about yourself and your development through RSE

- Case studies and stories about the wider world embedded within teaching
- Jeans for Genes Day, BHM, Justice Week, Anti-Bullying Week (kindness stickers) (Odd Socks Day)
- Target setting
- Worry boxes / chat through RSE curriculum for Upper School
- Aim for mindfulness to be incorporated throughout school
- Year 6 have option to be Mental Health Champions
- Celebration of Pride month and Rainbow Day
- All students take part in Wellbeing Day which works around a different theme every year

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Development (Moral):

- Justice Week
- Citizenship - FBV
- Rights of the Child studied across all age groups
- Consent discussed and studies - NSPCC
- Stereotypes studied from Year 1 - looking at different points of view and challenging the 'norm'
- Class rules, Golden Rules - all established within lessons
- Consequences as a topic in all year group planning
- Internet safety discussed throughout the year - Safer Internet Day/Code of Conduct signed (PSHEE)
- Anti-Bullying Week (kindness stickers / Odd Socks Day)
- Committees - charities - helping our school community - eco schools - environmental - recycling within classes - Geography - rainforests
- House Points / Houses
- Worry boxes
- Year 6 have option to be Mental Health Champions

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Development (Social):

- RSE - relationships and friendship education
- School rules discussed within classes Autumn Term - how we treat others
- Conflict resolution planned
- Tolerance and respect within Citizenship - looking at different values and beliefs
- Celebrating difference - ongoing reflection of the PSHEE curriculum and constantly encouraged and noted
- Children's Mental Health Week
- Jeans for Genes Day
- Citizenship - FBV
- Many group and team activities within lessons / think-pair-share / group debates and discussions
- Team Building Day / Sports Day / Playtime / Committees / whole year group gatherings for special days and assemblies / clubs / houses and house events
- Self-image - Wellness Day
- Committees
- Census education (2 weeks) throughout the school

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Development (Cultural):

- Citizenship - FBV
- Respect of other religions and faiths - as well as looking at how other cultures and faiths have different values - within stereotypes and family differences
- celebration of Rainbow Day, Dyslexia Awareness Week, Disability Awareness month
- Recognising gifts and talents - through discovery of self
- My place in the community - within all MTPs
- Committees
- RPE
- Assemblies - WWR - Remembrance and celebration days - Christmas / Harvest Festival - involvement within community / Christmas boxes / Justice Week
- Looking at different points of view through conflict resolution / case studies / celebrating difference and understanding difference
- House system and house events
- Understanding human emotions and how to cope with them and deal with change
- Incorporation of the Black Curriculum (BHM)
- Anti-bullying Week (kindness stickers / Odd Socks Day)
- Hurlingham Enrichment programme

Date Created: Autumn 2013

Date of Last Review: September 2023

Date of next review: June 2024

*Protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.