

SMSC

Abbey Hill School & College

SMSC stands for spiritual, moral, social and cultural development. Ofsted's definition of SMSC is as follows:

Exploring beliefs and experiences; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and being creative; reflection.

At Abbey Hill School & College SMSC underpins much of what we do. We recognise that the personal development of the children – spiritually, morally, socially and culturally – plays a significant role in their ability to learn, and to grow into well rounded members of society. We aim to provide an education that provides children with opportunities to explore and develop:

- Their own values and beliefs
- Spiritual awareness
- High standards of personal behaviour
- A positive and caring attitude towards other people
- An understanding and respect for their and others social and cultural traditions
- An appreciation of the diversity and richness of cultures and the world around them.



Social Development

Through our curriculum pupils develop:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

How is it evidenced?

- School Council
- Visits
- Transition visits
- Charity support
- Local community links
- Paired reading
- Residential visits
- School productions
- Sports Days
- Performing in the community
- Travel training
- Social Education
- Outdoor education
- Duke of Edinburgh



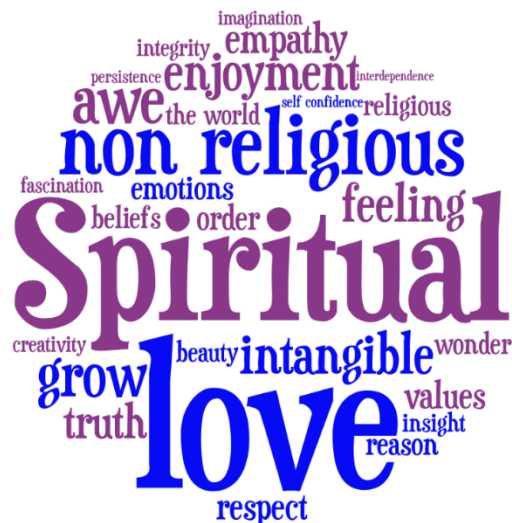
Moral Development

Through our curriculum pupils develop:

- An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and in so doing, respect the civil and criminal law of England
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

How is it evidenced?

- RE Curriculum
- Class responsibilities and jobs
- Circle Time
- Anti-Bullying week
- Whole school assemblies
- British Values
- School Council
- Charity appeals
- PSHE Curriculum
- School and Class rules
- Awards e.g. Headteacher award
- Departmental Reward Systems



Spiritual Development

Through our curriculum pupils develop:

- An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- A use of imagination and creativity in learning
- Willingness to reflect on their experiences

How is it evidenced?

- Multi faith RE Curriculum
- Whole school assemblies
- Values
- Outdoor learning
- Residential visits
- Harvest festival
- Faith leader visits
- Singing assemblies
- Opportunities to reflect on their experiences
- Visits to places of worship
- Prayers in assembly



Cultural Development

Through our curriculum pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

How is it evidenced?

- Art lessons – different cultures
- Enquiry / Challenge curriculum
- Book week
- Visitors
- Performances
- Theatre visits
- School trips
- School productions
- Cultural studies
- Anti-Bullying week
- Foreign languages
- Sports Days/Week
- Local history
- Social Education
- Work experience / internship