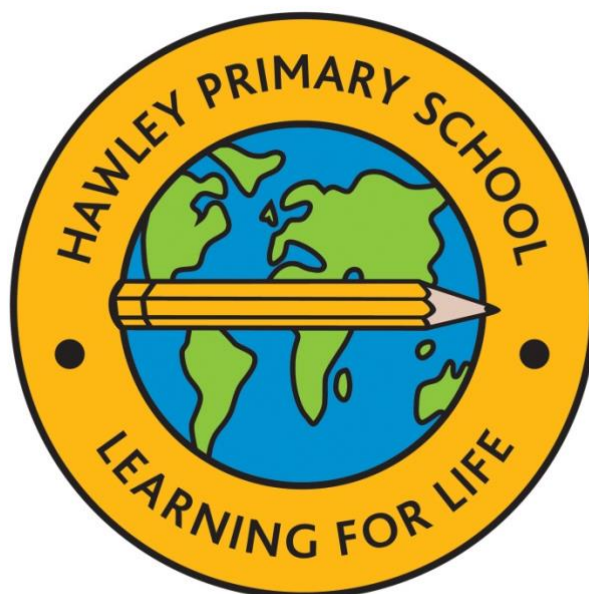


HAWLEY PRIMARY SCHOOL



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

AGREED BY GOVERNORS: Autumn 2026

LATEST REVIEW: Autumn 2026

NEXT REVIEW: Autumn 2031

1. Introduction and Vision

At Hawley Primary School, we are committed to the spiritual, moral, social and cultural (SMSC) development of every pupil. We recognise that SMSC development is fundamental to preparing our pupils to be thoughtful, respectful and open-minded members of modern society, and reflects our Hawley Vision – Learning for Life. This policy outlines our approach to promoting SMSC development across the curriculum and through the wider life of our school.

2. Policy Aims

This policy aims to:

- Ensure all pupils develop spiritually, morally, socially and culturally
- Provide a clear framework for promoting SMSC development across all curriculum areas and school activities
- Support staff in understanding how to embed SMSC opportunities within their teaching
- Demonstrate our commitment to preparing pupils for life in modern Britain
- Ensure all pupils, regardless of background or need, can access high-quality SMSC provision

3. Spiritual Development

3.1 What is Spiritual Development?

Spiritual development involves pupils developing their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, knowledge of and respect for different people's faiths, feelings and values, sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, and willingness to reflect on their experiences.

3.2 How We Promote Spiritual Development

At Hawley Primary School, we promote spiritual development through:

Curriculum Opportunities:

- In English, through high-quality texts that inspire wonder and reflection
- In Science, through nurturing the natural curiosity that all children have about the world around them, and igniting curiosity through engaging, hands-on experiences
- In Art, through providing a high-quality Art and Design education that encourages creativity, imagination and experimentation, and supporting independent exploration and self-expression through continuous provision, sketchbooks and access to creative resources from EYFS to Year 6
- In Music, through contributing to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially, and instilling a life-long love of music so children can express themselves and share their musical creativity
- In Geography, through enabling children to gain knowledge and understanding of places in the world and developing wonder at the natural world through studying diverse physical features including mountains, volcanoes, rivers, coasts, and climate zones
- In RE, through equipping pupils with the skills to question, debate, compare and critically evaluate different responses to 'big' human questions using the Living Difference IV enquiry cycle

Reflection and Self-Expression:

- Through "Drawing Club" in English which allows children to use their imagination, with a strong focus on writing and allows children to build confidence in expressing their ideas orally before recording them
- Through the MyHappyMind programme in PSHE, where children understand how their brain works and develop positive skills and habits to be their very best selves
- Through dedicated reflection time when responding to literature across the curriculum
- Through mindfulness clubs and activities

Celebrating Wonder and Achievement:

- Through immersive days such as Victorian Day (KS1), Roman Day (Lower KS2) and Mayan Day (Upper KS2) in History, creating memorable experiences that inspire fascination
- Through field trips to sites of historical and geographical interest
- Through celebrating pupils' creative work in displays, assemblies and performances

4. Moral Development

4.1 What is Moral Development?

Moral development involves pupils developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the

civil and criminal law of England, understanding of the consequences of their behaviour and actions, and 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.

4.2 How We Promote Moral Development

At Hawley Primary School, we promote moral development through:

Understanding Right and Wrong:

- In PSHE, through teaching children about right and wrong, rights and responsibilities, fairness, rules and laws, and learning about respect for self and others, courteous behaviour, and human rights
- In Computing, through placing online safety at the heart of our curriculum, ensuring pupils understand how to keep themselves and others safe online
- In English, through carefully selected texts that expose pupils to moral dilemmas and ethical questions, such as Year 5/6 studying First World War poetry which explores themes of conflict, peace, and human dignity

Understanding Consequences:

- In Science, through studying how environments can change and that this can sometimes pose dangers to living things, and the impact of diet, exercise, drugs and lifestyle on the way their bodies function, so pupils learn that actions have consequences
- In Computing, through learning that information can stay online for a long time and can be seen by others, and that online choices can create a positive or negative digital footprint
- In Maths, through teaching that choosing the wrong operation or method will lead to incorrect answers, so pupils learn to think carefully about their decisions and understand the impact of their choices

Environmental and Social Responsibility:

- In Science, through fostering care, responsibility and concern for the environment, and placing a particular focus on promoting understanding of the natural world and sustainability
- In Geography, through encouraging in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- In DT, through placing a particular focus on sustainability, ensuring that all pupils develop an awareness of this key theme, and when making, pupils select tools and sustainable materials
- Through the Eco Committee and environmental projects

Integrity and Honesty:

- In Science, through developing critical thinking and problem-solving skills by encouraging questions, investigations and evidence-based conclusions, teaching pupils the moral importance of honesty, accuracy and basing conclusions on evidence
- In Maths, through emphasis on accuracy and checking work, developing pupils' moral understanding of the importance of being precise, honest, and taking responsibility for the quality of their work

5. Social Development

5.1 What is Social Development?

Social development involves pupils using a range of social skills in different contexts – e.g. working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds, showing 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, and accepting and engaging 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.

5.2 How We Promote Social Development

At Hawley Primary School, we promote social development through:

Collaboration and Communication:

- In English, through reading implementation that includes pupils working on varied activities (including drama, debate and written responses) that develop comprehension skills, working in mixed-ability groups, pairs or independently
- In Maths, through encouraging children to work collaboratively and talk about their maths learning, which promotes making connections and drawing links between domains
- In Science, through enabling children to work as 'scientists', exploring their environment with curiosity and a systematic, investigative approach, and reporting on findings through oral and written explanations, displays or presentations

- In Computing, through encouraging pupils to collaborate, reflect and develop resilience when debugging and refining their work, and learning the key skills for communicating and collaborating

Supporting Others and Peer Learning:

- Through the "Reading Buddies" programme in English where Year 5/6 children have the opportunity to support their younger peers, developing empathy and social responsibility
- Through the "Book Brigade" in English which supports vulnerable children and those who do not have access to rich reading opportunities at home
- Through buddy systems across the school
- Through pupils working at greater depth supporting peers in collaborative tasks

Community Engagement:

- In English, through pupils writing for real purposes and audiences, including writing for younger pupils, letters to local community members, and entries for writing competitions
- In Geography, through conducting surveys and interviews with people in the local community, such as Year 5/6 pupils interviewing people about services, shopping habits, and views on local development
- In History, through making use of our local community to give pupils opportunities to learn, such as visits from the fire service in KS1 and inviting visitors to speak about specific historical topics
- Through participation in inter-school competitions and community events
- Through charity fundraising and supporting local causes

Developing Respectful Behaviour:

- In Computing, through promoting positive digital citizenship, encouraging respectful communication, and learning different ways to behave kindly and respectfully online
- In PE, through working collaboratively in teams, showing communication, respect, and fairness
- In PSHE, through teaching the characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults

Pupil Voice and Leadership:

- Through School Council representation
- Through subject ambassadors and monitors
- Through Eco Committee, Happiness Heroes and other pupil voice groups
- Through sports team captains and club leaders

6. Cultural Development

6.1 What is Cultural Development?

Cultural development involves pupils having understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others, understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain, ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities, knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

6.2 How We Promote Cultural Development

At Hawley Primary School, we promote cultural development through:

Celebrating Diverse Cultures:

- In Art, through exploring diverse cultural art forms
- In Music, through performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, with culturally diverse music
- In Geography, through studying contrasting non-European countries
- In History, through studying diverse civilizations including Ancient Egypt, the Shang Dynasty of Ancient China, the Mayans, Ancient Greece, and the Roman Empire

Understanding British Heritage:

- In Art, through celebrating British artists including L.S. Lowry (British industrial landscapes), William Morris (British Arts and Crafts movement), Joseph Wright of Derby (British Enlightenment painter), William Turner (British Romantic landscape painter), and Quentin Blake (British illustrator)
- In History, through studying British history from the Stone Age through to modern times, including the Roman Empire's impact on Britain, Anglo-Saxons and Vikings, Tudor period, Victorian era, and both World Wars

- In Geography, through systematically studying the UK including naming and locating the four countries and capital cities, studying counties, cities, and geographical regions, and understanding topographical features

Local Heritage and Identity:

- In History, through exploring the significant historical aspects of local history by studying Farnborough and Aldershot aviation, examining Samuel Cody and why he is still remembered (local school named after him; Farnborough Air Museum)
- In Geography, through studying the local area in Hooray for Hawley! (Year 1/2) and fieldwork in the immediate locality

Celebrating Diverse Contributions:

- In Science, through celebrating the diverse contributions to science by highlighting achievements from a wide range of backgrounds, fostering inclusion, representation and a sense of belonging for all pupils
- In History, through studying diverse significant individuals including Jane Goodall, Rosa Parks, Martin Luther King, Claudia Jones, Florence Nightingale, Mary Seacole, Amelia Earhart, Tim Peake, and Helen Sharman

Religious and Worldview Diversity:

- In RE, through studying Christianity alongside at least three other principal religions (Judaism, Hinduism, Islam) by the end of Year 6, ensuring broad and balanced religious literacy
- Through actively celebrating diversity and fostering mutual respect for different religious and non-religious worldviews, and challenging negative stereotypes or misconceptions about religion

Preparation for Life in Modern Britain:

- In Computing, through ensuring equality of access so that all pupils develop the digital knowledge and cultural capital required for their future education and life in modern Britain
- In English, through the writing curriculum aiming to equip pupils with the writing skills necessary to succeed across the curriculum and in their future education
- Through understanding and engaging with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance

7. SMSC Across the Curriculum

7.1 Subject-Specific Contributions

Every subject at Hawley Primary School contributes to pupils' SMSC development. Teachers plan opportunities for SMSC within their subject teaching, as outlined in our curriculum documentation.

Key subject contributions include:

- **English:** Self-expression, moral themes in literature, collaborative work, diverse authors and texts
- **Maths:** Perseverance, accuracy and integrity, collaborative problem-solving, systematic thinking
- **Science:** Wonder at the natural world, evidence-based reasoning, environmental responsibility, collaborative investigation
- **Computing:** Digital citizenship, online safety, ethical use of technology, understanding AI and emerging technologies
- **History:** Understanding heritage, exploring moral questions through historical events, diverse perspectives, local and national identity
- **Geography:** Environmental responsibility, global citizenship, understanding diverse communities, appreciation of the natural world
- **Art & Design:** Creative expression, appreciation of diverse artistic traditions, collaborative projects, British and global artists
- **Design & Technology:** Creativity and problem-solving, sustainability, designing for real needs, collaboration
- **Music:** Emotional expression, cultural diversity in music, collaborative performance, appreciation of musical heritage
- **PE:** Teamwork, fair play and sportsmanship, personal challenge and resilience, healthy lifestyles
- **RE:** Exploring 'big questions', understanding diverse beliefs, respect for different worldviews, moral reasoning
- **PSHE:** Self-awareness, moral decision-making, positive relationships, understanding diversity and equality
- **French:** Appreciation of linguistic diversity, understanding French culture, communication across cultures

7.2 Cross-Curricular Themes

The Hawley golden threads of Equality and Diversity, and Sustainability are embedded across the curriculum, ensuring that all pupils develop awareness of these key themes alongside their subject knowledge and skills.

8. SMSC Beyond the Curriculum

8.1 Whole-School Approaches

SMSC development is promoted throughout school life through:

Assemblies and Collective Worship:

- Weekly singing assemblies
- Values-based assemblies
- Celebration assemblies
- Mystery Guest Monday assemblies featuring diverse professionals

School Ethos and Environment:

- Displays of children's artwork throughout the school, in classrooms and shared spaces, showcasing a variety of work across the year
- Celebration of achievement at Parents' Evening and in reports
- Use of Seesaw to share and celebrate work with families
- Creating an inclusive environment where every child feels valued

Pupil Voice and Leadership:

- School Council, Eco Committee, and Happiness Heroes providing opportunities for pupils to contribute to school life
- Year 5 and Year 6 Buddies supporting younger pupils
- Subject ambassadors and monitors
- House system and house competitions

8.2 Extra-Curricular Activities

Our extensive extra-curricular programme provides rich opportunities for SMSC development through sports clubs (football, netball, athletics, gymnastics), creative clubs (choir, music, art, Gremlin Dance), academic clubs (Magical Maths), wellbeing activities (mindfulness clubs, colouring club), and community engagement (Reading Buddies, charity fundraising events, inter-school competitions).

8.3 Special Events and Enrichment

- Art Week and Hawley Eisteddfod
- Sports Day, Fun-runs, and Athletics Competitions
- Immersive curriculum days (Victorian Day, Roman Day, Mayan Day)
- Field trips to historical, geographical and cultural sites
- Author visits and theatre trips
- Community performances and exhibitions

9. Promoting Fundamental British Values

At Hawley Primary School, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Democracy:

- School Council elections and representation
- Pupil voice opportunities across the school
- Understanding Britain's democratic parliamentary system and its central role in shaping our history and values through Geography and History

Rule of Law:

- Clear behaviour expectations and consistent application
- Understanding legal boundaries and respecting the civil and criminal law of England
- Learning about rules, laws, rights and responsibilities through PSHE

Individual Liberty:

- Encouraging pupils to make choices and take responsibility
- Supporting independent exploration and self-expression through continuous provision and creative opportunities
- Respecting pupils' right to hold different views

Mutual Respect and Tolerance:

- Celebrating diversity and fostering mutual respect for different religious and non-religious worldviews through RE
- Increasing children's knowledge of other cultures and teaching respect and understanding of what it means to be a positive citizen in a multicultural country

- Zero tolerance of discrimination, bullying or prejudice-based language

10. Inclusion and Equality

10.1 Ensuring Access for All Pupils

At Hawley Primary School, we follow a Quality First Teaching approach, ensuring that all pupils engage with the same core enquiry or topic while providing support tailored to individual needs. Every child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Support for pupils with SEND:

- Pupils who need additional support receive guidance to develop understanding, use equipment or tools effectively, and access scaffolds, templates or adapted resources where needed
- Interventions informed by data, pupil premium provision, SEN milestones and individual needs
- Ensuring all pupils can meaningfully engage and achieve success

Challenging high attainers:

- Extension opportunities allowing confident learners to develop skills further
- Greater independence and higher expectations
- Supporting peers in collaborative tasks

Supporting disadvantaged pupils:

- Targeted support through pupil premium provision
- Ensuring equality of access to all curriculum areas and extra-curricular activities
- Removing barriers to participation

10.2 Equality and Diversity

Resources, imagery, and examples used across all subjects reflect diversity and inclusivity across race, gender, religion and culture. We systematically celebrate diverse contributions in all curriculum areas and challenge stereotypes wherever they arise.

11. Roles and Responsibilities

11.1 Governing Body

The governing body will:

- Ensure the school meets its statutory duties regarding SMSC development
- Monitor the effectiveness of this policy through regular reports from the headteacher
- Ensure SMSC development is embedded across the curriculum and school life

11.2 Headteacher

The headteacher will:

- Ensure this policy is implemented effectively across the school
- Monitor the quality of SMSC provision through learning walks, lesson observations and work scrutiny
- Report to governors on SMSC development
- Ensure staff receive appropriate training and support

11.3 Subject Leaders

Subject leaders will:

- Ensure SMSC opportunities are identified and planned for within their subject
- Monitor the quality of SMSC provision within their subject area
- Provide guidance and support to colleagues
- Update curriculum documentation to reflect SMSC opportunities

11.4 All Staff

All staff will:

- Plan and deliver high-quality learning experiences that promote SMSC development
- Model the values and behaviours we wish to develop in pupils
- Create an inclusive classroom environment where all pupils feel valued
- Identify and respond to SMSC development needs
- Contribute to the wider life of the school

11.5 Pupils

Pupils are expected to:

- Engage fully with learning opportunities that develop their SMSC understanding
- Treat others with respect and kindness
- Take responsibility for their own behaviour and learning
- Contribute positively to the school community

11.6 Parents and Carers

We encourage parents and carers to:

- Support their child's SMSC development at home
- Engage with school communications about SMSC activities and events
- Attend school events and performances
- Share their own cultural heritage and experiences with the school community

12. Monitoring and Evaluation

12.1 Monitoring Arrangements

The effectiveness of this policy will be monitored through:

- Regular learning walks and lesson observations focusing on SMSC provision
- Scrutiny of curriculum planning and pupils' work
- Pupil voice activities (surveys, focus groups, school council feedback)
- Analysis of behaviour and attendance data
- Parent and staff surveys
- Review of extra-curricular participation data
- Governor monitoring visits

12.2 Evaluation and Impact

We will evaluate the impact of our SMSC provision by assessing:

Spiritual Development:

- Pupils' ability to reflect on their experiences and express their thoughts
- Evidence of curiosity, wonder and fascination in learning
- Pupils' creative expression across the curriculum
- Pupils' sense of self-worth and confidence

Moral Development:

- Pupils' understanding of right and wrong
- Pupils' ability to make ethical decisions and understand consequences
- Evidence of honesty, integrity and taking responsibility
- Pupils' commitment to sustainability and environmental responsibility

Social Development:

- Quality of relationships between pupils
- Pupils' ability to work collaboratively and resolve conflicts
- Participation in school and community activities
- Evidence of respect, empathy and support for others
- Engagement with fundamental British values

Cultural Development:

- Pupils' understanding and appreciation of diverse cultures
- Pupils' knowledge of British heritage and values
- Pupils' participation in artistic, musical and cultural opportunities
- Evidence of respect for diversity and challenge to stereotypes

12.3 Areas for Development

Based on the uploaded document, we have identified the following areas for development:

- Ensure dedicated reflection time is given across the whole school when responding to literature
- Increase engagement with poetry to foster love of literature
- Make more explicit links in spelling to etymology and cultural/historical significance
- Conduct studies of historical and current mathematicians from more diverse backgrounds
- Include more exploration of mathematical beauty and wonder
- Ensure moments for developing awe and wonder are specifically planned in Science
- Plan in opportunities for philosophical thinking in Science
- Explore ethical dilemmas across the curriculum more systematically

- Audit artists, designers, musicians, scientists and historical figures studied to ensure broad representation
- Strengthen ethical discussions around technology
- Make British values links more explicit in planning
- Include contemporary religious voices through visitors from local faith communities
- Expand community action projects linked to curriculum topics

13. Links to Other Policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- PSHE Policy
- RE Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Curriculum Policies for all subjects

14. Policy Review

This policy will be reviewed annually by the headteacher and governing body, or sooner if required by changes in legislation or school circumstances.