SMSC at Hermitage

Spiritual Development	

Learners' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.
 	
Learners are able to:
• *foster their own inner lives and non-material wellbeing*
• *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*
• *develop characteristics such as courage, hope, acceptance, strength and love to face sufferings, challenges and opportunities in life*
	• Pupils are given the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done through assemblies, daily reflection, RE and history.
	• Pupils are given the opportunity to understand human emotions and feelings, and the way they impact on people through daily reflection, assemblies, RE, history and English.
	• We have developed a climate where all pupils can grow and flourish, respect others and be respected; through our Caring Code, Behaviour Code, School Council and Celebration Assemblies.
	• Pupils are given the opportunity to appreciate the beauty and wonder of the natural environment through Science, Art, trips and outdoor learning.
	• We celebrate diversity and respect each other as individuals through assemblies, daily reflection and culture shares
	• We promote teaching styles that:
	   o Value pupil questions and give them space for their own thoughts, ideas and concerns.
	   o Allow children to take ownership of and lead their learning
	   o Enable pupils to make connections between aspects of their learning.
	   o Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.
	• Pupils are taught how to handle disappointment, how to be resilient, how to learn from mistakes through PSHE, our Daily reflection and through promotion of Behaviours for Learning.
	• A culture of openness, trust and respect is developed in the classroom through daily discussion of issues both personal and of a wider nature during Daily Reflection.

Moral Development	
Moral development involves them acquiring an understanding of the difference between right and wrong of moral conflict, a concern for others and the will to do what is right. *Learners have opportunities to:* • *reflect on the consequences of their actions and learn how to forgive themselves and others* • *reflect on the attitudes they need in order to make responsible moral decisions and act on them* • *recognise the unique value of each individual* • *recognise the challenge of life today and the role they play in it* • *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* • *show respect for the environment* • *respect the well-being and rights of each person* • *make informed and independent judgments* • *develop characteristics such as kindness, truthfulness, unselfishness* • *commit to the virtues of integrity and justice*	• Hermitage provides a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example our Behaviour Policy, our Caring Code, class rules, school rules and expectations for conduct at school. • We promote equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (see Inclusion policy, Equal Opportunities policy, SEN policies). • Pupils are given opportunities to explore and develop moral concepts and values throughout the curriculum; (RE; History; Literacy; Assembly; School Council; PSHE). • We cultivate open and safe learning environments in which pupils can express their views and practise moral decision making. • We rewarding expressions of moral insights and good behaviour through housepoints and personal achievement awards. • Through the quality of relationships and interactions, staff model the principles we wish to promote; for example, fairness, integrity, respect, pupil welfare, respect for opinions, resolution of conflict, keeping promises etc. • We recognise and respect different cultural groups represented in the school and the wider community (through celebration of religious festivals and themed assemblies). • We encourage children to take responsibility for their actions; for example, respect for property and care of the environment. • We reinforce the school's values through the use of posters, displays etc. • Pupils are encouraged to reflect on their choices and the consequences through use of the reflection table (see Behaviour Policy).

Social Development	
<u>Social</u> development involves learners acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. The school enables learners to develop social skills, qualities, attitudes and characteristics such as respectfulness, tolerance, a willingness to get involved, so that they can play a full and fulfilling part in their community and society as, for example, family members, citizens, learners and workers. *Learners have opportunities to:* • *display a sense of belonging and an increasing willingness to participate* • *make an active contribution to the democratic process in each of their communities* • *develop an understanding of their individual and group identity* • *learn about service in the school and wider community* • *begin to understand the place they have within society and the role they need to play* • *understand the changing nature of society and how this is an opportunity not a threat* • *develop their compassion for others in society* • *take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale*	• We foster a sense of community with common, inclusive values. • We promote equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability and SEND. • We encourage children to work co-operatively. • We encourage children to recognise and respect social differences and similarities; for example, where they live, different kinds of family (PSHE). • We help pupils develop personal qualities which are valued in society, for example, honesty, kindness, loyalty etc. • We provide opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; House Captain votes). • We provide children with opportunities to exercise leadership and responsibility (Council Leaders, Cloakroom monitors; House Captains, playground leaders). • Pupils learn social responsibility in the playground through the 'Friendship Bench' system (devised by the School Council). • Through the work of the Community Council, pupils are made aware of issues outside of the school e.g. homelessness, and work to support these issues • National and local charity events are supported e.g. Sports Relief, which encourages pupils to understand that they have a wider social responsibility.

Cultural Development	
Cultural development involves learners acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. *Learners have opportunities to:* • *develop their appreciation of the arts, sport, music, travel etc.* • *recognise the value and richness of cultural diversity in Britain, and how these influence individuals (human well-being) and society* • *recognise world faiths and beliefs and the impact they have on our culture* • *develop an understanding of Britain's local, national, European, and global dimensions* • *broaden perspectives on different communities and cultures which exist within the local area.* • *interact with different cultures and lifestyles and explore their advantages and disadvantages*	• We celebrate the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals and promoting EAL within the school). • We reinforce the school's cultural values through displays and photographs. • Visits and trips are planned in each year group to complement and enrich learning, developing a deeper understanding of the world around them. • A well-planned RE curriculum covers the major religions and explores beliefs and traditions giving pupils insights into how other people worship. • Pupils have the opportunity to learn about the culture of other countries through language lessons and extra-curricular clubs. • The Community Council works with Team London's Young Ambassador programme to develop an awareness of local issues, and how the pupils can support these. This work has improved their understanding of the cultural make up of Uxbridge and the issues the residents face.

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