

Hasland Infant and Nursery School – SMSC

By promoting **SMSC** across school we aim to help our children to **achieve** their potential, develop a strong sense of **belonging** within their community, and gain the confidence and values needed to **thrive** in an ever-changing world.

	Spiritual	Moral	Social	Cultural
	Spiritual Development is about the development of a sense of identity, self-worth and appreciation of our uniqueness. About the exploration of our own beliefs, values and emotions and respecting those in others. About having a sense of awe and wonder and fascination about the world around us, being creative in our learning and having the ability to explore, reflect and develop our own potential.	Moral development is about giving children opportunities across the curriculum to explore and develop moral concepts and values such as personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. To show consideration and kindness, and to respond appropriately to the needs, feelings and opinions of others. To understand the consequence of their behaviour and actions and to respect the civil and criminal law of England.	Social development is about how we use our social skills in a range of contexts. Being able to share ideas and opinions, manage conflict, and collaborate with others in order to be part of a successful team. To develop positive relationships with others and to show respect for people from a range of backgrounds and with different beliefs and needs. To understand how to care for people, living things, property and the environment to enable us to participate fully in and contribute positively to life in modern Britain.	Cultural development is about how we experience and celebrate our cultural diversity. It's about understanding and appreciating how people live their lives now and in the past. It's about valuing our own cultural heritage and showing respect for other people's values and beliefs. It's about experiencing a range of arts, language, food, music, artefacts and other cultural practices.
Whole school/Wider opportunities	Opportunities to experience awe and wonder are planned in throughout the curriculum All children have the opportunity to access a regulation station and are taught skills and strategies to support their self-regulation skills Throughout the year we have special visitors who lead assemblies on festivals such as harvest, Diwali and share a wide range of religious stories. Peacocks Paradise – biofilia and connecting with nature Picture News assemblies	We learn and follow our 'SMILE' expectations across school: • Successful learners • Marvellous manners • Independent thinkers • Love for learning • Everyone matters When we show that Everyone Matters we are given a kindness heart from Kevin the Kindness bear. Acts of kindness are celebrated in assembly weekly. Our behaviour basics remind us how we behave in school. We are all Global Guardians, we take care of our environment by recycling paper and turning off	We create a sense of belonging through having predictable routines e.g. songs, stories, snack times We promote relationships with parents and carers through special gatherings, transition arrangements, home visits and story times. Teachers and teaching assistants are available at the beginning and end of the day to greet the children and communicate with parents and carers. Groups of children take part in half termly visits to the local care home.	We explore our families and the diversity within them, talk about what we are interested in, what makes us special and celebrate our differences. Our PSHE curriculum encourages the children to explore, improve their understanding of and show respect for different faiths and cultural diversity. In Reception and Year 1, children explore the unit 'Difference and Diversity'. In RE children learn about different events in various religious calendars. In music we explore traditional songs from around the world.

		lights when we are not in the classroom. PE and physical development activities promote teamwork and sportsmanship. Our PSHE curriculum encourages the children to explore, improve their understanding of and show respect for the protected characteristics and British values. School Council Charity Events – Children in Need, Save the Children Christmas jumper day	We hold a ‘Festive Family Fun Day’ and ‘Summer Fair’ each year and families are encouraged to join in with activities and celebrating together. Celebration assemblies Year group performances and productions Year two Residential Year two Prom Themed activities e.g. World Book Day, Online safety week, Mental Health Day, Kindness Day After school clubs Half termly open mornings All children are in a Hasland Brightest Gems group in which they aim to get ‘team points’ for their team across school Classes are named to promote a sense of belonging We have a whole school games curriculum to build up children’s banks of social games they can play at lunch and playtime so that they can play together and build relationships within and across year groups We have a whole school sign of the week so that Makaton is embedded across school, for all children.	In art we explore artists from around the world We take part in global events such as the world cup, the Olympics, historical anniversaries such as VE day and focus weeks such as black history week At appropriate times of the year, classes make celebration cards and visit local businesses All children visit the library once per week and have access to a wide range of books so that they can share their own preferences, listen to others ideas and develop their own interests We take part in local events – for example providing a tree for the local Methodist Church at Christmas
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Nursery	Promote curiosity about our world through exploration of immediate environment – Peacocks paradise. Understand and name emotions and feelings about things we see, hear and notice. Exploring the natural world using a range of resources from the investigation shed	Turn taking and sharing resources Learning simple rules Manners used at snack time Develop understanding of right and wrong Adults consciously model respectful interactions and appropriate boundaries	Home visits for all new starters. Opportunities for parents to engage in Nursery activities • Stay and Play • Graduation • Picnic Develop sense of belonging and community through welcome groups, snack times, Nursey Nativity performance for parents and carers. Invite local people in for specific topics We use the SHREC approach to support children to engage in meaningful back and forth interactions (adult / child and child / child) Outdoor learning provides opportunities for team work, negotiation and problem solving, for example when using large scale construction	Celebrate festival and special times throughout the year including Birthdays, Easter, Remembrance, Christmas, Diwali and Chinese New Year. Celebrate similarities and differences through Role Play Opportunities. Try different foods at Snack time. Cultural heritage is celebrated through displays in nursery, adults facilitate discussions around cultures and experiences such as visiting a different country on holiday
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Reception	Develop an awareness of how to take care of the environment through the oceans topic Exploring the natural world using a range of resources from the investigation shed Continue to develop our understanding of emotions through the zones of regulation In PSHE, children cover units including 'Being Me', 'Relationships', 'Difference and Diversity' and 'Bullying Matters'. They have the chance to celebrate their uniqueness and think about what makes themselves and others special.	Continue to develop an understanding of the people in our communities who help us for example teachers, doctors, paramedics with a historical focus on Florence Nightingale and Mary Seacole The Prime Areas are a priority throughout the reception year to support children to be able to work with others and develop their understanding of their peers Adults consciously model respectful interactions and appropriate boundaries In PSHE, children cover a unit called 'Being Responsible'. They learn about the importance of looking after each other, their environment and their community.	Invite community members to speak about their culture or profession. Opportunity to take part in sports clubs -learn a new skill e.g. balance bikes. Children have opportunity to work in talk partners and small groups We use the SHREC approach to support children to engage in meaningful back and forth interactions (adult / child and child / child) Children work in their Hasland Brightest Gems teams for events such as sports day Outdoor learning provides opportunities for team work, negotiation and problem solving, for example when using large scale construction Children have the opportunity to observe and take care of caterpillars and release the butterflies into the environment In PSHE, children participate in Circle Time. This develops their speaking and listening skills, allowing them to share their own	Topics are planned so children learn about different places in the wider world e.g. the Antarctic, the Amazon Rainforest and The Great Barrier Reef We have opportunities to develop children's cultural capital through experiences e.g. walking to the doctors and discussing local landmarks and visiting the butterfly house. Teachers may enhance the offer based on their knowledge of the children. Opportunities to celebrate a variety of different festivals including Diwali, Eid and Christmas. These opportunities are built into the RE planning and we use real artefacts wherever possible. Teachers may enhance or alter the offer based on their knowledge of the children. Children are provided with opportunities to reflect on how their learning in RE may influence their own lives, values and decisions, and to consider how this could be demonstrated in their actions and relationships.
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Year One	In RE, children learn all about different faiths and religions, including the sacred books and the different celebrations. They learn what it means to belong to a faith community and how and why we should care for the world in which we live. We develop awe and wonder about the world through our Exciting Expeditions and African Adventure topics. We continue to develop our understanding of emotions through the zones of regulation Christmas concerts in the local church. In PSHE, children cover units including 'Being Me', 'Relationships', 'Difference and Diversity' and 'Bullying Matters'. They have the chance to celebrate their uniqueness and think about what makes themselves and others special.	We recap and consolidate the children's understanding of the British Values at the start of every PSHE lesson and throughout the day where relevant. Relationships is something we explore in PSHE as well as exploring emotions and is then woven into the curriculum and every day life. We continue to develop understanding of people who help us, for example the Emergency Services. Adults consciously model respectful interactions and appropriate boundaries. In PSHE, children cover a unit called 'Being Responsible'. They learn about the importance of looking after each other, their environment and their community.	Opportunity to take part in experiences in the wider community e.g. winding wheel dance. We invite local people in for specific topics. We participate in SHAPE events each half term which build team work and communication skills. Opportunity to take part in sports clubs -learn a new skill e.g. balance bikes. Children have opportunity to work in talk partners and small groups In PSHE, children participate in Circle Time. This develops their speaking and listening skills, allowing them to share their own opinions as well as listening to the opinions of others.	Explore local area and undertake field work in local environment. We learn about our local area and create maps to reflect this. Geography is planned so children learn about different places around the world e.g. Africa and Antarctica. We also learn about the capital city – London. History is planned so we can learn about significant individuals from the past and significant historic events e.g. Guy Fawkes, Maria Montessori, Ernest Shackleton, Earl of Sandwich and Jessica Ennis-Hill. We learn about different religious celebrations in RE and then celebrate a variety of different festivals including Diwali, Hannukah and Christmas. Where possible, we explore real artefacts and use drama to bring this to life. Teachers may enhance or alter the offer based on their knowledge of the children. Cultural exposure is woven into our Art planning where the children learn about different art from around the world and often have the opportunity to explore this themselves.
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Year Two	In RE, children learn all about different faiths and religions, including the sacred books and the different celebrations. They learn what it means to belong to a faith community and how and why we should care for the world in which we live. We develop awe and wonder about the world through our Wonderful Wildlife and Extraordinary Earth topics. Continue to develop our understanding of emotions through the zones of regulation Christmas concerts in the local church. In PSHE, children cover units including 'Being Me', 'Relationships', 'Difference and Diversity' and 'Bullying Matters'. They have the chance to	We recap and consolidate the children's understanding of the British Values at the start of every PSHE lesson and throughout the day where relevant. Relationships is something we explore in PSHE as well as exploring emotions and is then woven into the curriculum and every day life. We continue to develop understanding of people who help us, for example the Emergency Services. Adults consciously model respectful interactions and appropriate boundaries In PSHE, children cover a unit called 'Being Responsible'. They learn about the importance of looking after each other, their	Residential at Lea Green with opportunities to develop independence, team working and confidence Visitors into school – eg local artist and local 'Heroes' from different Emergency Services. This also includes a Fire safety visit and talk – supporting children's understanding of how to take care of themselves and others. Our Year 2 Choir regularly perform at the local care home. End of year (leavers) concert for parents and carers. The children work hard as a team, collaboratively to perform. Year two Prom where the children and adults enjoy social time with their friends to	Geography is planned so children learn about different places around the world e.g. India, China, Japan and Alaska as well as the different countries in the UK. History is planned so we can learn about significant individuals from the past who have influenced our lives today e.g Neil Armstrong, The Wright Brothers, Sir David Attenborough and John Kent (The First British Police Officer.) We promote differences and diversity through our Role Play areas linked to the changing topics throughout the year, this includes providing opportunities for children to wear different clothes and try different foods from different cultures. We learn about different religious celebrations in RE and then

	celebrate their uniqueness and think about what makes themselves and others special.	environment and their community.	celebrate their time at our school. In PSHE, children participate in Circle Time. This develops their speaking and listening skills, allowing them to share their own opinions as well as listening to the opinions of others.	celebrate a variety of different festivals including Diwali, Eid and Christmas. Where possible, we explore real artefacts and use drama to bring this to life Teachers may enhance or alter the offer based on their knowledge of the children. Cultural exposure is woven into our Art planning where the children learn about different art from around the world and often have the opportunity to explore this themselves. Children are provided with opportunities to reflect on how their learning in RE may influence their own lives, values and decisions, and to consider how this could be demonstrated in their actions and relationships. Differences and Diversity is something we also learn about through PSHE planning.
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Parents (whole school)	We work closely with parents to develop the SMSC offer for all our children. Some of the ways we do this are: • Being available on the door each morning and after school • Weekly parent hub posts • Parents have class teachers email addresses • Coffee mornings / marketplace events • When children have nurture or ELSA, the nurture or ELSA lead speaks to the parents directly • Year group open evenings • Sharing good news at the end of the day • Parents are invited to star of the week assembly • Sign of the week shared with parents • Eastwood Park fun day • Parents volunteer to come into school to talk about their culture or jobs
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