Hillside Primary
and
Nursery School

A Flying High Trust Academy

SMSC Policy 2025

Social, Moral, Emotional, Spiritual and Cultural

To be reviewed: September 2027

'We want Hillside to be a place where children show concern, adopt open and positive attitudes to themselves and others. We want to prepare them to be useful, respectful citizens so they can play a positive role in their community. We encourage care and respect for other people, their faiths and traditions. We help children develop lively enquiring minds to make decisions which affect their future and to understand other people's points of view'

Social, cultural, emotional, moral and spiritual development are at the heart of Hillside Primary and Nursery School and it is our intention to promote their development through every moment of a child's time at Hillside.

Social, cultural, emotional, moral and spiritual elements of pupils' development are inter-related and they are evident in:

- Our ***values, habits*** and beliefs;
- the quality of the ***relationships*** between everyone;
- our concern for developing ***responsibility, initiative and pride*** in the work of individuals in our school;
- our aim to promote children's ***personal development*** (being the best version of themselves)through a range of appropriate activities;
- our commitment to promoting ***equal opportunities*** sharing a common citizenship by working and playing together successfully;
- the ***expectations*** placed on pupils from ***all*** backgrounds.

Values and beliefs

Hillside believes that our school provides an environment in which children's social, cultural, emotional, moral and spiritual development is allowed to flourish. We aim to ensure that the climate and values of our school are evident from the moment children, parents and visitors walk in. We welcome everyone, we are proud of the achievements of those who work and learn within our walls. There is a drive for learning and respect for all. We ensure that values projected by staff, governors and pupils have a strong moral code.

Hillside Primary and Nursery School aims to promote and foster the school's agreed set of morals and values. These link to the children's characteristics of unique - aspiration, kindness, effective communication, **exceptional** - confidence, pride, curiosity and **sustainable** - responsibility, resilience, problem solving. Together they teach the children the vocabulary of respect for each other, an understanding of their relationships and what behaviours they need to develop to become successful learners. This ethos is reflected in our commitment to pupil voice through the School Council and the Children's Parliament. We have three key Hillside habits which reflect these values. They are Be Kind, Be ready, Be wise. The children talk about how they can achieve these habits by the values they show.

At Hillside we have dojo as our system of behaviour. Dojo is an electronic behaviour system. If a child shows one of our Hillside habits, Be Kind, Be ready, Be wise then they get a dojo given to them for that specific habit. Children can collect dojo badges at 50 points, 100,150,200 and 250 across the year. They will also earn points for their House colour through the dojo system. These are then celebrated in our whole school celebration assembly weekly alongside two

children from each class who have achieved something special through the week. During the assembly we also pull a ticket out of a golden box for each class. The children in the class will have been getting tickets for good lunchtime behaviour and tickets for good assembly or school council behaviour. One is chosen at random to receive a Hillside pencil.

Time and thought has been invested in the physical environment. Classrooms and corridors are vibrant and stimulating with high quality displays that celebrate the children's work. We have excellent indoor and outdoor facilities for sport; a large sports hall and grass pitches with athletic provision. In addition, we have a wonderful outdoor environment for play – with two hard-play areas, trim trail , outside gym, natural areas and school garden.



Relationships

Relationships lie at the heart of what we do. We have developed a deep understanding of the needs of our pupils and their families through supportive relationships built on trust. SMSC explicitly and implicitly threads through the curriculum. We are committed to providing a wide range of opportunities that are spiritually uplifting. Involvement in work outside the children's comfort zone; experiencing new places and activities are learning experiences in their widest sense. Opening their eyes to what they ***can become*** develops their self-awareness and belief system. Developing empathy for others and their different situations can be spiritually uplifting. This is clearly evidenced in the boys and girls who engage with our pastoral services, after school clubs and all our trips including the year 6 residential.

Parental Engagement

We respect the fact that parental engagement is the single biggest determinant of a child's outcome. In a community where several parents have poor perceptions of education from their own time at school, we are committed to parent partnership. One of our most successful ventures are the literacy and numeracy cafes. In the Autumn and Spring terms parents are invited in to school to share a lesson with their children. After a teacher input, they get to complete an activity with their children and enjoy a cup of coffee or tea. Parents enjoy this as it promotes parental confidence and of course improves knowledge of phonics, teaching reading strategies or working out tricky maths. Parents love to attend the cafes, sports events and productions .Communication with parents is rich and varied – the website, class dojo, email, text and of course paper! Parents welcome our open door policy which

enables them to feel that they can always talk to a member of staff if they need to do so.

Responsibility, initiative and pride

The children develop a strong sense of belonging to Hillside. Each class has an identity, demarcated by an animal mascot. The children establish their aspirations for the year through induction activities at the start of the academic year during our 'belonging week'.



There is a significant sense of children creating and contributing towards a purposeful community. For example, In Year 3, there is a job squad which gives the children a sense of responsibility. In Year 4, we are currently in the process of setting up digital leaders, EDI (equality, diversity and inclusion) leaders and learning leaders. Children in Year 5 are tasked with the job of school council in each class and in Year 6, the children apply for their position as a prefect. We are currently in the process of setting up pupil parliament leaders in Year 5 and 6.

School council

The year 5s are split into groups and they each have responsibility for a class. They choose roles for themselves including Leader, deputy leader, note taker and habit spotter. The class will have a vote for the child they want to be leader based on the child's speech about why they want to lead. Each week there is a set agenda which the children follow :

- Feedback: Any make a stands from the previous week are followed up by the Pastoral lead or the head teacher. Then children are told what is happening.

- Big question: These are varied but include children's views on key dates, things that happen in school, introductions to new words, initiatives and general thoughts they might have.
- Make a stand: The children are able to bring up any issues or problems they have in school.
  Good things this week: The children can identify anything good that has happened.
- Time for a game: This promotes the social aspects between the year 5s and the class they are with.
- In Early Years, the Year 5's ask the children the big question as they access the provision. They also work with small groups of children to play simple games. This aims to support the development of executive functioning skills of the children in Early Years.

Children's Parliament

Two children represent Hillside at the Flying High trust Children's Parliament, expressing views, discussing important Trust issues, rewarding children, staff and members of the community for modelling the core values of the Trust.

Prefects

Year 6 pupils are able to apply to hold the position of a prefect if they feel they are 'ready' to uphold the behaviour code of Hillside. They write letters explaining why they would be good in the role. They have varied responsibilities including promoting good behavior in assemblies, helping in the office at lunchtimes and being play leaders in the playground- helping children learn and play different games. They also help out at after school clubs.

Personal Development

The Curriculum

Helping children to become confident, enthusiastic and effective learners, is the central purpose of Hillside Primary and Nursery. We encourage children to become skilled creative thinkers – able to work independently, to recognise patterns, investigate problems and begin to hypothesise solutions. We present the traditional 'basics' curriculum with rich opportunities to develop creativity and sporting prowess across the curriculum.

Children learn best when they receive a well-balanced curriculum, developing all aspects of their abilities. We plan for children to observe, investigate, discuss and explore the subjects of the curriculum through carefully planned cross-curricular enquiries. Pupils' understanding is enriched through hands-on learning. In each termly enquiry there is an opportunity for broadening horizons by having a visit or visitor or outdoor activity.

Spiritual development

The potential for spiritual development is open to all children and adults alike. Spiritual development is not another name for Religious Education, although there are close connections. Annually, Year 1 children visit the local Parish Church, St Mary Magdalene, and years 2-6 go there for a Christingle service at Christmas. Our wow days that we have for each topic inspire awe and wonder at the world around them. There are a lot of visualisation aspects to the curriculum and children speak about what they can imagine and what they would like to happen. At foundation they talk about festivals which relate to them and also festivals which relate to others. We also have close links with St. Mary Magdalene Church in Hucknall and the Reverend Helen Chantry often comes in to lead assemblies or talk to the children.

Moral learning

Newsround is watched often in KS2 and there are many opportunities for moral discussions and SMSC discussions too. We encourage staff to talk to the children about incidents that may have happened such as terror attacks and have a balanced discussion. At KS1 the teachers make the decisions about how best to do this according to their children's needs. We follow a restorative model of behaviour and each class has a set of rules they set up together at the beginning of the year alongside our school rules.

Social skills

We encourage a lot of partner/group work at Hillside and often do team building activities. These aspects take place regularly within our day to day teaching. We also have the school council which encourages socialising. Children are encouraged to be supportive of one another through prefect jobs, school council classes, partner work and team building opportunities. We celebrate many of the national days such as Red Nose Day and Children in Need. We have open days and invite parents in and make links with the community.

Cultural development

The themes offer rich opportunities for cultural development which is key to developing community cohesion, pride in self and others as well as curiosity and wonder at the world. Children are introduced to cultural traditions which involve beliefs, values, customs, knowledge and skills. Opportunities are offered to discuss issues of identity and diversity to enable pupils to explore differences and challenge prejudice and stereotyping. We learn about festivals and celebrations in this country but also different celebrations that happen across the world. We talk to the children about the fact that it is ok to be different and unique.

Sports

Hillside Primary excels in sport. Many of our teams feel the pride of working together to be winners. We use our sports premium money to ensure that all the pupils participate in PE and sport with the overarching aim to enable them to achieve good performance levels and give them a strong foundation for healthy living. We employ a specialist sports teacher to plan schemes of work alongside the PE subject lead . This specialist knowledge enables the children

to make rapid progress and excel. Children with low levels of sporting interest are targeted to do better. There are a lot of after school clubs which offer sports-based activities .



The Arts

Hillside has an outstanding performing presence with confident and skilled children who revel in their success here and later in their secondary school. We have a confident music subject lead on the teaching staff to lead the children through a rich variety of musical experiences. The children work to develop their choral skills in regular singing assemblies. Year 5 and 6 children have the opportunity to take part in the annual Young voices choir.
The teaching staff are all specialists in their own right with art and design and technology. Both subjects give the children an opportunity to develop their creativity as well as a wide range of practical skills. The children investigate and explore a variety of artists' work from different cultures and different media. This allows the children to reflect and communicate their growing sense of self and independence. Children also have the opportunity to learn how to play an instrument within music lessons provided by Rocksteady. At the end of the term, children perform as part of the band to the whole school which allows the children to showcase their talent and become increasingly confident learners.



Modern Foreign Languages

It is never too early for children to learn about different cultures. It enhances all areas of the curriculum. Thanks to the internet, email and digital technology, it has never been easier for us to look around the world, share information and ideas with children and schools in different countries. Our focus language is French which is taught in KS2.

Visits and Trips

These are an essential element of bringing learning to life, enabling our children to understand their local and wider community. Each year group has the opportunity for trips. From year 2, there is opportunity for an overnight stay either in school or at a venue. This encourages independence and enjoyment. In their final year at Hillside, all the children are inducted to Year 6 at on a residential .This has a huge impact on independence, resilience, self-discipline, challenge, team work and celebration of skills that children did not know they possessed.

Extra-curricular activities

Teachers and teaching assistants provide a wide range of after school clubs. These are voluntary and teachers and teaching assistants give up their time after normal school hours because they believe that the activities provided enrich the children's lives and extend the children's learning. After school clubs are offered to all children in sports, drama, art, computing and much more.

Equal opportunities

Pastoral Support

For those children who need extra support there is a strong emphasis on inclusion .The principal task is to remove barriers to learning. This may be through individual or group support, working closely with families to resolve issues by building self-esteem and a clear understanding of what is right or wrong. Vulnerable pupils in Early Years, lower school and upper school are targeted for support with highly individualised pathways which are designed to develop social and academic skills and progress is regularly reviewed .These measures impact positively improving attendance and progress, raising aspirations and self-esteem. Overall, the staff team have an ethos that no-one walks past a problem. We all take responsibility for supporting our pupils when they need it. We believe this creates a co-operative and supportive learning community with empathy for each other's needs.

English as an additional Language

Children who are new into school are carefully supported and integrated into the school community. This is particularly important where they have English as an additional language. In this instance, additional support is offered to rapidly develop social understanding and relationships as well as developing communication skills.

British Values

Our school is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that Hillside Primary plays a full part in promoting community cohesion. This is an important part of our role, and we already work in many ways which promote community cohesion.

Hillside Primary links with other primary and secondary schools in Hucknall and across the academies of the Flying High Trust in Nottinghamshire. We wish to show through our school ethos and curriculum, a common sense of identity and to support diversity, showing pupils how different communities can be united by common experiences and values. We believe that it is our duty to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

Democracy

Pupil voice is the key instrument for delivering democracy at Hillside Primary and Nursery. At the start of the academic year, all classes decide their unique mission statement and targets for behaviour. Children in Year 4 -6 can apply to be part of Hillside pastoral teams (Prefects, Job Squad and Play Leaders) on a termly basis. Following successful interviews the successful applicants are inducted into their role and are vocal in the running and organisation of the school. There are also often votes which happen within the class about day to day learning and choices.

The Rule of Law

The importance of Laws, whether they are those that govern the class, the school, or the country, are embedded in the Hillside curriculum. The Hillside behaviour code has at its core the principle of making the correct choices in life and positively challenging those that are wrong. Our pupils are taught the value and reasons for keeping our agreed rules as they govern and protect our community. The children are encouraged to accept responsibility for their actions; they may make mistakes but must learn from them. Visits from authorities such as the Police, Fire Service, ect are regular parts of our calendar and help us to ensure that the children know that there are laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Pupil's personal development and well-being is at the heart of what makes Hillside Primary and Nursery distinctive and is a real strength to the school. At Hillside, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for the children to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know that with rights comes responsibility. They are taught to value their personal freedoms and protect it. Our RSHE and safety information prepares them for life, nurturing confidence, independence and resilience.

Mutual Respect

Mutual respect is at the heart of our Hillside values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. We make every effort to challenge incidents of prejudice, bullying and harassment.

Tolerance of those of Different Faiths and Beliefs

Hillside Primary serves pupils that are largely white British. As a consequence we have created a curriculum which promotes common values and builds pupils' understanding of the diversity that surrounds them. It recognises and celebrates the similarities and differences between cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities are offered to discuss issues of identity and diversity to enable pupils to explore differences and challenge prejudice and stereotyping.

CPOMS/ Arbor

We use these online recording systems to monitor any incidents, concerns and issues (including racism, LGBT and others) and staff input data which is monitored by Management and designated safeguarding leads. This can then be checked for any patterns that emerge and we will be able to deal with any children that are consistently recorded.

Finally

Look back with pride and forward with confidence!

Oscar Night



The year 6 students return to school in evening dress to attend the 'Oscar' ceremony . Children and teachers nominate those they consider to be 'the best' at a range of academic and social based skills. Votes are counted and winners in the award categories receive their acclaim. This 'rite of passage' prepares the children for the exciting future ahead of them in secondary education and celebrates the end of their primary years.

What our parents think

"I am guardian to 3 boys and they have all attended since nursery age. I could not have managed to raise my boys without the staff at Hillside. My son has been at Hillside for the last year, it's been the best school year by far. I wish he could have been here for longer. Big thanks to all the teachers."

"I love this school, my child and other children have really done well."

"You have encouraged shy children to come out of their shell."

What our children think

"Hillside is a brilliant place for learning because they make it fun for us to learn new skills."

"Everyone is kind and friendly and you are given lots of choices and chances."

"We have the best teachers and the trips are amazing!"

"The staff are very supportive and encouraging about sports."