

# HEAD OF SCHOOL REPORT

March 2018

## **Spiritual, Moral, Social and Cultural Development at Hirst Wood Nursery School & Children's Centre**



The Spiritual, Moral, Social and Cultural (SMSC) development of our children is given high priority and pervades through the curriculum and all that we do. This also forms part of our whole school development and is covered through the Understanding the World (people & communities) and also PSED (Personal, social and emotional development). This report provides an overview of how the school promotes high quality development of SMSC to the benefit of children's wellbeing, enabling them to thrive as individuals, and as learners.

### **Spiritual Development**

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Planned and ad-hoc opportunities for spiritual development will enable children to:

- ✓ Develop their skills of self-awareness, self-knowledge and self-esteem
- ✓ Develop capacity of emotional strength and resilience, through the skills of self-reflection
- ✓ Encourage ideas and emotions and the ability to express feelings within a sensitive, safe and secure context
- ✓ Discuss similarities and differences in beliefs, feelings, values and responses to personal experiences
- ✓ Form and maintain positive, respectful relationships with peers, parents, staff and the wider community
- ✓ Reflect on, consider and celebrate the wonders and mysteries of life

We promote spiritual development by consistently communicating our school's vision and values:

- We expect that everyone will do their best
- Everyone in the school is important and included
- We recognise everyone's uniqueness
- We are a safe school
- We are proud of our school and the community that we serve

In order to extend children's knowledge, skills and understanding of religious belief, pupils are taught about the various faiths of children who attend. These can be Christianity, Islam, Catholicism, Hinduism, Judaism and Sikhism, as well as other religious and non-religious worldviews, so that children develop their knowledge and understanding in an age appropriate way. We celebrate a wide range of religious festivals such as Hanukkah, Christmas, Easter, Chinese New Year and use these celebrations to broaden children's views about the world around them.



We invite in as many parents and visitors as possible to come in to school to share with us their faith and what it means to their family and community. We have reinstated our annual Christmas and Summer Fayres, and our Easter chocolate tombola. We want to encourage the wider community to come in to the school and celebrate with us. Here are a couple of pictures from our Christmas fayre, and our Easter



display. It is customary in Hungary for families to hang pussy willow in the windows adorned with eggs during Easter.

### Educational visits and visitors

The school welcomes a range of visitors to school to talk about a variety of topics, including faith organisations, local services, parents and a range of experts. In order to enrich our curriculum, we also make lots of visits in to the community. All Nursery classes make regular visits to Hirst Wood as we are so lucky to have such a fantastic resource on our door step. However, the refurbishment of the wilderness garden has given us opportunity to recreate the Forrest School ethos in our own grounds, and we welcomed the community in to celebrate the opening with us. We have also enjoyed the children from Saltaire Primary School visiting us ~ they sang in French on the European Day of Languages, and also came to sing Christmas Carols in December.





## Links with the local community



The school actively seeks to involve not only parents, carers and grandparents but the wider local community as we recognise the value of developing strong relationships with external groups.

The federation with Saltaire Primary School has helped us strengthen links with external groups such as Hirst Wood regeneration who invited the Nursery children to name the heron. We have also been excited to work with local artist, Sharon Snaylam who has brought a further creative dimension to our work.





## Moral Development

### Moral Development

It is our role as educators to work with children in order to develop their understanding of moral values, alongside a wide set of skills so that ultimately they can appreciate the difference between right and wrong based on their knowledge and understanding of their own and other cultures.

This will be developed through:

- ✓ Children having the opportunity to think through the consequences of their own and other's actions
- ✓ Recognising and value uniqueness of each individual
- ✓ Having respect for others' needs, interests and feelings
- ✓ Gaining the confidence and resilience to cope with disappointment and learn from mistakes
- ✓ Making informed and independent judgements.
- ✓ Showing respect for the school learning environment and the wider community



We have done lots of fund raising for various charities over the year –

Children in Need – cake stall £210.85

School in Kenya – sent donations to children who are not as lucky as we are.

Christmas jumper day - £35.60



### Behaviour policy

Our behaviour policy sets out the positive approaches to behaviour management expected of all staff in school. Colleagues adapt expectations according to the age and experience of the children they work with and work in close partnership with parents and carers. We promote inclusion, tolerance, and individuality. We support children to respect each other as individuals and as part of our wider learning community. Our children develop respectful attitudes to each other and adults, having a strong sense of right and wrong, in partnership with supportive adults who guide this process, offering explanations and ideas of how to put things right. Children do not tolerate any form of bullying and they are encouraged to speak out against this. Any incidents that might occur are logged and monitored via our CPOMS online system and are investigated and managed pro-actively by school leadership and reported at Governors meetings.

## Moral development within the early years foundation stage curriculum

All colleagues ensure that the curriculum provides opportunities to develop children's awareness of moral codes and choices with associated consequences. Adults relate this to the children's own experiences and to those of people living in different times and contexts. We talk through children's choices and how what we choose to do can often affect others. We work with children to develop their sense of empathy towards the thoughts and feelings of others. We use persona dolls to talk with children about the impact of their behaviour on others and how this can make other people feel.

## Social Development

### Social Development

We will provide opportunities that will enable children to:

- ✓ Develop an understanding of their own individual identity and how they form part of a wider learning community
- ✓ To work successfully as part of a group or team, respecting the ideas of others to work collaboratively to achieve an agreed aim
- ✓ Share their views and opinions with others and resolve differences positively and appropriately
- ✓ Show respect for people, living things, property and the environment
- ✓ Make a positive contribution to the School society and the wider community

We are proud to be part of the Saltaire community, in the heart of the locality. Staff at all levels work hard to engage members of the community through a wide range of events which bring families and community groups into school including:

- Coffee mornings for all Nursery classes every term. Parents, carers and grandparents welcome. This also gives us with an informal opportunity to share the teaching and learning opportunities that are happening in every classroom, inside and out.
- Volunteer programmes. We presently have 7 volunteers working across all 3 classes
- Community events – Christmas Fayre, Summer Fayre, Easter Tombola, open days
- Our federation has meant that we are lucky to now be included as part of the Friends of Saltaire Primary School & Hirst Wood Nursery School (FOSPSHW) events which means that even the youngest children can enjoy the discos and a pantomime, sharing and enjoying experiences.



### **Developing social skills within the Early Years Foundation Stage**

Our children enjoy a variety of opportunities in a variety of different contexts to develop their social skills. We have a strong focus on developing confidence and independence and it is clear to see how children operate successfully in our learning environment. As children develop as learners, it is pleasing to see how they become more socially confident and are able to access resources and experiences of their choice, and hold increasingly sophisticated conversations on a range of topics with a range of different people. Personal, social and emotional skills are the main focus for our curriculum when children join us and then we plan for talking opportunities to extend children's speaking and listening skills and we place emphasis on social and cooperative play.

### **Cultural Development**

#### **Cultural Development**

At Hirst Wood Nursery School & Children's Centre we will raise children's awareness of the diversity of cultures both within modern Britain and the wider world. We will provide opportunities that will enable children to:

- ✓ Recognise the value and richness of cultural diversity in Britain, and discuss modern British values within a developmentally appropriate context
- ✓ Develop an understanding of the local social and cultural environment
- ✓ Compare and contrast the local environment with the wider world to develop an awareness of different landscapes, languages, cultures, religious practices and how other communities live

We are proud of the social and cultural mix at School and are keen to celebrate the diversity of cultures and heritages. We have enjoyed a varying range of events designed to encourage children to be outward looking with a view to developing their understanding of the lives of others. Some examples of how we achieve this include:

- European Day of Languages - children from Saltaire Primary School performed in French for the Nursery audience
- Chinese New Year celebrations – a noodle bar was open in every classroom
- World Book Day, joint celebrations with SPS including an owl parade and dancing from Nursery to Year 6
- Our interactive displays in the corridors further enhance learning opportunities and provide a stimulus for children to talk, compare and contrast. These are usually supported by books that children can read through, independently or together with other children or an adult to extend their knowledge and understanding

The broad curriculum ensures that children have various opportunities to compare cultures from around the World, either first hand from their own experiences or using information books and stories as a context. We are extremely fortunate to be based in the historic area of Saltaire and we use the local area as a stimulus to develop artistic and creative ideas that reflect our rich local heritage. Development of SMSC will take place across all curriculum areas in contexts that encourage children to recognise the various elements of their learning and strategies to reflect on the significance of what they are learning. All curriculum areas will provide examples from as wide a range of cultural contexts as far as possible and the curriculum areas provide a wealth of opportunities for children to speak with and listen to each other.