

## **Social, moral and cultural education at Harting**

Harting School is a church school with a Christian ethos, but we aim to be inclusive irrespective of pupils' backgrounds. We consider that respecting others' views is important; that everyone has the right to dignity; and everyone is equally valued. Our aim is to teach tolerance, through a balanced curriculum, so children learn about a range of lifestyles. This is central to all aspects of school life.

The school, like many others, has regular class and school councils which contribute to the children's understanding of democracy and develop their ability to listen to the views of others. This is also encouraged through the personal and social curriculum (PSHCEE) and philosophy for children (P4C) through which they learn to debate their ideas.

Behaviour is a strength at the school and rules (and the behaviour policy) have been established through consultation with governors, staff and pupils. Children strive to 'get things right' - celebrated by a house point system, encouraging positive competition, along with displays showing good behaviour and ways children help others. A citizenship passport encourages older children to demonstrate ways they have contributed to school life and the wider community.

Children are given opportunities to practise and explore the skills and attitudes required for them to participate fully in a democratic society. They develop their social and moral compass through a range of topics, along with some subjects, which particularly lend themselves to this. Staff aim to be positive role models at all times.

Throughout their time at the school children are encouraged to develop their sense of 'Right and Wrong' which is especially explored in RE, history and PSHCEE (along with collective worship). Opportunities to understand the cultures and beliefs of others' are again embraced through these subjects and topics linked to geography e.g. Africa, Rainforests, and Islamic Civilisations. Aspects of democracy are considered through a range of subjects but especially in history themes such as Ancient Greece.

Children learn to consider others' lifestyles particularly through RE topics and also when approaching the 'Relationships' curriculum. By reading traditional stories in the reception class, children can compare stereotypical families with their own whilst questioning the rights and wrongs of characters' behaviour. There are also texts, within the school, which allow children to consider contexts which differ significantly to theirs. Thinking deepens as children progress through the school and they move on to consider world issues e.g. when they later debate 'War and Peace'.

As a school we endeavour to widen children's perspectives, exposing them to different experiences and views of life through trips and visits, along with inviting visitors to the school. We cherish individuality, celebrate differences yet function as a close 'learning family' and consider why we are fortunate to live in a country like Britain.