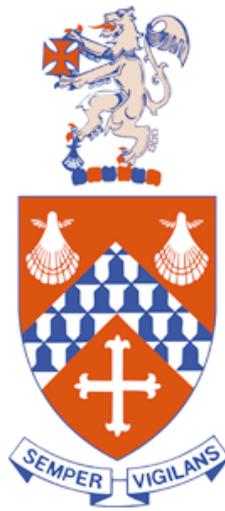


# HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



## SMSC Policy

## 1 Introduction

- 1.1 Hill House International Junior School (**Hill House**) is committed to developing children and young people spiritually, morally, social and culturally in every aspect of their educational experience. A Hill House education is an adventure designed to kindle a flame of inspiration in every child. This is made possible by whole-hearted relational teaching and leadership that challenges pupils to try new things every day and discover their passions. Hill House then provides a wide range of support for the child to explore and develop their interests into talents and gifts for the whole community.
- 1.2 While the spiritual, moral, social and cultural needs of pupils are met intentionally through an enormous range of experiences planned and supervised by Hill House teachers, the robust whole school ethos of Hill House means that every teacher will make the most of every opportunity both in and out of the classroom to encourage every child's personal development.

## 2 Spiritual Development

- 2.1 The "S" in SMSC stands for Spiritual Development.
- 2.2 Hill House helps children to develop spiritually by exploring beliefs and experience.
- 2.2.1 Weekly Hill House assemblies include participation in an act of Christian worship through music. All Hill House pupils are introduced to the words and music of a wide range of classical and contemporary religious hymns led by and performed by pupils from age 5 to age 13.
- 2.2.2 Every Hill House pupil participates in a formal service of Christian worship on alternate Wednesdays during the Church Assembly. Pupils lead the service by reading the text, saying the prayers, playing the organ, opening with trumpet fanfare, or singing in one of the four different choirs. This allows pupils to explore, experience and reflect on spiritual beliefs.
- 2.2.3 In Social Studies lessons, all pupils are introduced to the six main religions practiced in the United Kingdom: Hinduism, Sikhism, Judaism, Islam and Christianity. Study of Buddhism is often taken up as an option in Key Stage 3. Pupils explore a variety of beliefs and practice, and parents of pupils visit the school to provide practical experience of their own celebrations.
- 2.3 Hill House pupils enjoy learning about themselves, others and the surrounding world.
- 2.3.1 The founding principle of Hill House is to educate children to understand and appreciate that which is different from their own experience, building unity in diversity.
- 2.3.2 Frequent international travel to Switzerland for hiking, skiing, musical performances and geographic fieldwork encourage the pupils to fully participate in the language and culture of other nations.

- 2.4 Hill House encourages all children to use their imaginations and creativity.
  - 2.4.1 The Art and Drama departments in Hill House teach weekly lessons to pupils, which builds confidence in expressing creativity and purposeful use of the imagination.
  - 2.4.2 Drama Productions take place throughout the year and are performed for the whole school in Assembly or for the parents in Founders' Hall.
  - 2.4.3 Art work created by children of all ages is displayed in all four of the Hill House buildings. Hill House works with a variety of artistic organisations to provide encouragement, annual prizes and even scholarships to pupils for their artistic achievements.

### 3 Moral Development

- 3.1 The "M" in SMSC stands for Moral Development.
- 3.2 Hill House teaches children and young people to recognise right and wrong.
  - 3.2.1 From Small School the children are taught the Code of Politeness, which includes twelve rules that the Hill House community upholds. The first rule is to treat everyone with kindness and consideration. Never bully anyone or allow anyone to be bullied:  
  
*"We want Hill House to be a happy and cheerful school to work and live in. It is, therefore, essential that you show each other mutual respect and kindness and give each other help and encouragement."*
- 3.3 Hill House teaches children to respect the law through learning of school rules, following clearly explained expectations and bearing responsibility for their actions through sanctions and clear guidance. Details of how the school engages in behaviour management can be seen in the School's Behaviour, Rewards and Sanctions Policy.
- 3.4 The Hill House pupils are taught to follow rules in the classroom, on the games field and in public.
  - 3.4.1 Each pupil is taught the rules of 16 different sports. Sanctions are given to the pupils by the Sports Teachers when a rule is broken or poor sportsmanship is displayed.
  - 3.4.2 Pupils are rewarded for good sportsmanship and for following all of the rules by being chosen as a team captain, by being selected for a team, by being selected to play in a school fixture, and by publicly celebrating their achievements with a Good Sportsmanship Medal, Half Colours, or Full Colours.
- 3.5 Hill House encourages pupils to investigate moral and ethical issues of concern and offer reasoned views.
  - 3.5.1 In English, History, Geography, Social Studies, Religious Education and Citizenship pupils are taught to link their learning to issues faced by society today. For example, in Year 5 History the pupils visit Parliament. After a tour of the chambers they are given the opportunity to act as MPs themselves, choose a topic of debate and eventually vote on a resolution. In English, the students read "The Boy in the Striped

Pyjamas” and discuss the range of ethical and moral issues raised regarding the potential origins and resolutions to prejudice, discrimination, warfare and genocide.

- 3.5.2 Pupils are questioned and taught to question others about the ethical nature of their subjects. This is essential in assessing higher order thinking. Evaluation is examined as a key learning skill and will be applied at any age to nearly every subject. For example, one question pupils face is this:

*“Murderers should always be punished with the Death Penalty.” Do you agree? Give reasons for your opinion and explain why someone may disagree with you.*

## 4 Social Development

- 4.1 The second “S” in SMSC stands for Social Development.
- 4.2 Hill House expects pupils to appreciate difference, cooperate and resolve conflicts respectfully.
- 4.2.1 The international makeup of Hill House pupils and staff means children and young people will always be encountering people who have a variety of personal or cultural traits that are different to their own. Working together happily as a community requires tolerance and respect in every interaction every day. Incidents of intolerance can be swiftly addressed by any member of staff and taken up by the Head of Year as necessary.
- 4.2.2 Every pupil participates in several annual events marking the priorities and ethos of Hill House as a school that promotes international understanding. The Founders’ Day Assembly celebrates the diverse international cultures of the school. Hill House Field Day celebrates the different nations represented by the pupils with a flag display in the Duke of York Square.
- 4.2.3 Teachers facilitate the resolution of conflict in the classroom and the games field with gentle guidance towards using kind words and expressing negative emotions in an acceptable productive way, through assertive communication and mutual respect.
- 4.3 Team building is an important part of a Hill House education with opportunities arising every day to improve this skill. The founder of Hill House was himself a gifted athlete representing England to win Gold in the 4xHalf Mile relay at the inaugural Empire Games. Later the Colonel organised housing and logistics for the 1948 London Olympics.
- 4.3.1 Games fixtures and Swimming Galas help the Hill House pupil to develop strong team building skills. Every week Hill House teachers schedule fixtures with other schools to provide a competitive opportunity to test the quality of their teamwork. Hill House has strong teams in Fencing, Football, Rugby, Hockey, Netball, Tennis, Squash, Cricket and Swimming.
- 4.3.2 Team building is a key aspect of a successful performance and drama provides ample opportunities for pupils to discover and appreciate new talent amongst their peers. This, in turn, leads to a fresh team dynamic with new leadership and willing support.
- 4.3.3 The Hill House music programme provides vital social interaction and team building for creative success. Music training begins from Small School and carries on at every level until the child moves on to secondary school. Each of the six choirs have an

important role in every assembly and learn to work as a team to provide harmonious leadership to the school in each part of the assembly which includes the National Anthem, worshipful response, hymns and classical performance.

- 4.3.4 The Instrumental Ensembles provide further team building as the brass, wind and string instruments perform both in small and large groups before the parents in assemblies, in showcase events and in various venues across London and Switzerland.
- 4.3.5 As well as year groups and form groups, the school is divided vertically into four Houses building teams of pupils from every year group to work together and compete against each other in a variety of activities. Each House elects two Captains, one boy and one girl, for each academic year and the team builds up their House points from September to the end of year. The results are announced to the entire school community at Field Day.

## 5 Cultural Development

- 5.1 The “C” in SMSC stands for Cultural Development.
- 5.2 Hill House is committed to the cultural development of each and every one of its pupils. The founding vision of Hill House is to teach every child to respect that which is unknown to him or her and thereby open doors to the world.
  - 5.2.1 The Music Department of Hill House has twenty-four teachers in addition to the Headmaster and Subject Leaders.
    - (a) Every child has the opportunity to learn to play an instrument or two (or three) in addition to learning music theory and singing.
    - (b) No child is expected to purchase an instrument, but Hill House provides instruments for all of the children to borrow for all their years at the school.
  - 5.2.2 The Art Department of Hill House encourages individual creativity as well as learning classical drawing and painting skills. Each of the four buildings displays framed original art by pupils of every age in Hill House.
    - (a) Annually, the Painter Stainers’ Company presents a prize to one Hill House art student for their achievements.
    - (b) To encourage volunteer work and generosity toward others, the Art Department organise an Art Auction of the pupils’ work for Cancer Research.
    - (c) During Advent, the pupils are encouraged to create a holiday card with their art and this is printed into greeting cards with matching envelopes for their families to use for their own celebrations.
  - 5.2.3 Modern Languages are taught from the age of four at Hill House.
    - (a) All pupils learn to use French in daily conversation and are expected to converse in French when they travel to Switzerland.

- 5.2.4 Classics are taught at Hill House including Latin language lessons, Roman History, Culture and Mythology and Greek History Culture and Mythology.
- (a) A rigorous background in these disciplines provides a framework from which to understand Modern History and World Events and think deeply about the rich heritage that children in the European community share.
  - (b) In addition, an understanding of the roots of democracy and the philosophy of intellectual debate in service to the greater good provides young people with an appreciation of our Parliamentary process.
- 5.2.5 Celebrating the cultural lives of every Hill House pupil through a range of events and curriculum activities provides a constant reminder of the purpose of the school:

*Hill House, founded in 1951, became the first school to teach in two different countries at the same time and with the same pupils, with the theory that the modern child must be educated for a world community. He or she is taught to understand that all nations depend upon one another. They learn to live with girls and boys of other nationalities. They respect that which is unknown and often very foreign to them, and thus open the doors to a world, which each day becomes smaller.*

<b>Authorised by</b>	<b>Resolution of the Proprietors</b>
<b>Signed on behalf of the Proprietors</b>	<b>William Townend</b> .....
<b>Date</b>	<b>12 February 2021</b>

Effective date of the policy	<b>12 February 2021</b>
Review date of the policy	<b>11 February 2022</b>