

# BROOKLAND JUNIOR SCHOOL

## SMSC AUDIT – SEPTEMBER 2021

| <p><b>Spiritual</b></p> <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;</li> <li>they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul> |   | <p><b>Moral</b></p> <ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.</li> <li>recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions.</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul> |  |  |  |  |   |
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| <b>WHOLE SCHOOL</b>   | <b>Spiritual</b>  | <b>Moral</b>  | <b>Social</b>  | <b>Cultural</b>  | <b>Trips &amp; Visitors / Special events</b><br>(may include virtual events in current times)        | <b>Safeguarding and Prevent</b>  | <b>Health and Safety</b>  |
|   | <p>Timetabled class circle times and P4C.</p> <p>Soft start to support children settling and to</p> | <p>School Values and British Values embedded across the school through assemblies, circle</p>   | <p>School Values and British Values embedded across the school in lessons and a focus in assemblies.</p> | <p>Black/Asian History Month activities</p> <p>Celebrating different languages spoken across the school.</p> | <p>Literacy Week – author visits.</p> <p>Science/Investigations Week</p> <p>Special focus days –</p> | <p>School values and British values are embedded across the school assemblies and lessons.</p> <p>CPOMs record</p> | <p>Practice fire drills and lockdown procedures in place and rehearsed.</p> <p>Assemblies highlight health and safety</p> |

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| <p>meet emotional needs.</p> <p>Whole school and year group assemblies focus on British values, school values and current affairs.</p> <p>Religious assemblies for special days (e.g Easter/Eid/Succot/Diwali...)</p> <p>Zones of Regulation as a whole school focus for self-regulation of emotions and reflecting on effective strategies.</p> <p>Global Learning themes across the curriculum to understand the world we live in and the diversity in our world.</p> <p>Play leaders support positive social play in the playground.</p> | <p>times and in lessons..</p> <p>Golden Rules are used to reflect on behaviour and consequences.</p> <p>Learning Skills included in success criteria and used to focus lessons.</p> <p>Positive behaviour system (dojo points, marble jars, golden time, stickers) to focus on positive praise and rewards to maintain good behaviour.</p> <p>Head Teacher Half Termly Award celebrations.</p> <p>Refection room as a consequence and opportunity to discuss behaviour choices.</p> | <p>Class Charters &amp; agreements.</p> <p>P4C and circle times to appreciate and engage with diverse viewpoints.</p> <p>Friendship groups and social skills groups run across the school.</p> <p>Peer Mediators to help with conflict resolution at breaktimes.</p> <p>Year group buddies for year 2 transition.</p> <p>Organised Challenge Days to encourage creative group work and problem solving.</p> <p>Online Safety is taught across the school with sessions from</p> | <p>French studies across the school, including French culture.</p> <p>Sports Day</p> <p>School Assemblies reflect our cultural diversity.</p> <p>Visits to Houses of Parliament and City Hall to learn more about democracy and citizenship.</p> <p>Interschool network for the school council to share ideas and develop roles.</p> <p>Focus weeks including Identity week, Arts Week and Healthy Schools Week.</p> <p>Global Learning themes across the curriculum.</p> <p>RE/PHSE lessons improve understanding and</p> | <p>both pupil led and teacher led.</p> <p>Theme Days across the school with visitors such as Arts Week, Greek day.</p> <p>Performance Assemblies and the year 6 end of school production.</p> <p>Orchestra and choir performing within the community and at school.</p> <p>Winter Fair including stalls run by Year 6 pupils.</p> <p>Links with the local Hospice through choir, xmas cards...</p> <p>Parent Assemblies and parent led workshops.</p> <p>Trips to cultural landmarks and experiences for select pupil groups.</p> <p>Coffee Mornings</p> | <p>safeguarding concerns and all staff are able to input concerns.</p> <p>Regular staff training on safeguarding, prevent, team teach and positive behaviour strategies.</p> <p>SLT hold regular safeguarding sessions with Wellbeing Lead.</p> <p>Peer on Peer Abuse staff training and policies. Pupil Voice.</p> <p>Practice fire drills and lockdown procedures in place and rehearsed.</p> <p>Online Safety is taught across the school with sessions from CEOP to support (also parent workshops).</p> <p>Online Safety/Acceptable use agreement forms signed by children and parents.</p> <p>Acceptable Use Policy</p> | <p>issues such as safe winter practices, Guy Fawkes safety, water safety in summer and ensuring our school site is secure.</p> <p>Hygiene focus before lunch each day and is part of our PHSE curriculum.</p> <p>Correct use of playground equipment and rotas forms signed.</p> <p>Orientation for new pupils to the playground equipment.</p> <p>Police visits to school (when available).</p> <p>Yearly Healthy Schools focus week.</p> <p>Risk assessment is taught within the PHSE curriculum, DT curriculum and is part of our PE curriculum.</p> <p>Sign in system for all visitors to the school</p> |
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| <p>Green Pen reflections in lessons to express own perspective and beliefs. Green pen children's contribution for end of year reports.</p> <p>Pupil Choice – develop a sense of fascination in self learning and developing interests in the world around us.</p> <p>School Values embedded in classroom practice and are a focus for assemblies.</p> <p>Visits to places of worship for each year group:<br/>Year 3 – local Church<br/>Year 4 – local Synagogue<br/>Year 5 – local Mosque<br/>Year 6 – local Hindu Temple</p> | <p>Circle Time and P4C used to discuss class issues and dilemmas.</p> <p>Debating and opinion-based lessons have been embedded across the curriculum.</p> <p>PSHE curriculum includes drug and alcohol education, including British laws.</p> <p>PSHE curriculum includes legal responsibilities including protected characteristics, consent and relationship laws.</p> <p>School council to model democracy in action. Visits to Houses of Parliament and</p> | <p>CEOP to support (also for parents).</p> <p>Prefects help with social issues.</p> <p>Lunchtime helpers and lunchtime clubs.</p> <p>Volunteering in the local community (school choir).</p> <p>Buddy classes to develop relationships across the school.</p> <p>Peer mentors to support learning.</p> <p>Zones of Regulation to support conflict resolution through teaching strategies to ensure calm solutions.</p> <p>Charities and awareness campaigns to contribute positively to the</p> | <p>develop respect for different faiths and cultural diversity.</p> <p>School Council and elections modelling British democracy.</p> <p>Focus on influential artists, scientists, mathematicians etc that have contributed to British life.</p> <p>An understanding of migration and refugees through assemblies and special projects.</p> <p>Involvement in Barnet Dance Festival, Barnet Music Festival and other inter school events.</p> <p>Choir singing in the local community.</p> <p>Themed days across the curriculum. E.g Brazil Day, Greek Day.</p> | <p>Opening Evening</p> <p>Enterprising activities such as selling class made pizza or cupcakes.</p> <p>Mini Market where all pupils buy and sell goods for charity.</p> <p>Interschool sporting and cultural events including swimming gala, dance festival, netball league.</p> <p>Magistrates visits and workshops.</p> <p>Walk to School Weeks</p> <p>Author visits throughout the year.</p> <p>Inspirational speakers at school such as Paul Sturgess (basketballer), Nick Carter (extreme challenges) and Team London (volunteering abroad).</p> <p>NSPCC scheduled</p> | <p>discussed and signed by all staff.</p> <p>GDPR is adhered to.</p> <p>Volunteers and work experience visitors sign a code of conduct form with safeguarding themes and protocols clear.</p> <p>Correct use of playground equipment and rotas forms signed. Orientation for new pupils to the playground equipment.</p> <p>Tour of school for all new pupils and their families.</p> <p>All children have given permissions (or not) for photographs in school, media etc that staff refer to.</p> <p>Classroom rules and expectations charter agreed to and signed at the beginning of each school year.</p> | <p>and for late pupils or those leaving school early.</p> <p>Emergency cards are in each classroom in the event that an incident occurs.</p> <p>Road safety sessions.</p> <p>First aid training for staff and key principles of first aid for pupils is taught in PHSE curriculum.</p> <p>Electrical equipment is regularly PAT tested.</p> <p>Epi-pen training for all staff.</p> <p>Life skills sessions for year 6 leavers and other vulnerable pupils.</p> <p>Online Safety talks and workshops with children and parents.</p> <p>Drug and alcohol sessions taught across all year</p> |
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|  | <p>Invite parents/community members to share topics such as Buddhism/WWII.</p> <p>Gold Star and Headteacher Awards.</p> <p>Charities and fundraisers aimed at developing an understanding and appreciation of issues across the globe and the different viewpoints on these issues. Part of Team London project. (e.g mini-market, homeless sleep out, raising money for refugees).</p> <p>Reflective RE curriculum.</p> <p>Focus weeks to encourage children to reflect about their own beliefs and self-learning such as Healthy</p> | <p>City Hall. Elections held to select council members.</p> <p>Peer mediators are trained and in place within the playground to help resolve minor conflicts.</p> <p>Magistrates visit to the school to do workshops on year 6.</p> <p>Specific groups such as eco group give children the opportunity to discuss ethics and raise awareness of issues.</p> <p>Prefects in year 6 help to enforce school rules and values.</p> <p>Focus weeks such as anti-bullying week and online safety week</p> | <p>local community.</p> <p>A wide range of trips and visits in the local community and beyond.</p> <p>Whole School Meetings in a mixed classroom to share opinions and discuss school issues.</p> <p>School-led clubs and activities such as orchestra, sports teams, lego club, games club...</p> <p>Social events for pupils such as discos, pyjama parties, Christmas parties and marble jar treats.</p> <p>Mini-market and Winter Fair.</p> <p>Sports Day and interschool sporting events. Sports Leaders to help run events.</p> | <p>Fundraising and awareness-raising of local and global issues.</p> <p>Parent speakers who share their passions and careers and what has influenced their journey.</p> <p>Half-termly performance assemblies where students can showcase their musical talent.</p> <p>Students playing instruments as children walk into assembly.</p> <p>A wide range of extra curricula sports and activities are on offer such as netball, football, drama, rock school...</p> <p>All For Sports lead playground games to encourage all pupils to develop key sport skills.</p> | <p>talks and workshops.</p> <p>Online Safety talks and workshops with children and parents.</p> <p>Local Area visits to places such as Big Wood.</p> <p>Bikeability sessions.</p> <p>Anti-Bullying focus week each year and an ongoing focus in assemblies and P4C themes.</p> <p>Mental Health Awareness Week with activities and workshops.</p> | <p>Posters in each classroom with Childline and NSPCC details.</p> <p>Scheduled talks from NSPCC to all pupils with workshops.</p> <p>Police visits to school (when available).</p> <p>PSHE curriculum content includes safeguarding and prevent themes and these are explicit in the progression map.</p> <p>Sign in system for all visitors to the school and for late pupils or those leaving school early.</p> <p>Posters throughout the school of the school safeguarding team.</p> <p>Staff all wear photo ID.</p> <p>Assemblies to all pupils on visitors to the school and end of</p> | <p>groups as part of PHSE curriculum.</p> <p>Walk to School week focuses over the year.</p> <p>Bikeability training for pupils.</p> <p>Audit of potential unsafe areas around the school where peer on peer may occur and a strategy to address this.</p> |
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|  | <p>Schools Week and Nick Carter challenges.</p> <p>Transition activities with local secondary schools.</p> <p>Transition activities with our Infant School for those coming into year 3.</p> <p>Mindfulness and calming down strategies in classes after lunch.</p> <p>Mentoring gives opportunity for self-awareness and reflection in a supportive environment.</p> <p>Singing as a whole school community (Infants and Juniors) for Christmas.</p> <p>Year 4 focus on local charities and community organisations.</p> | <p>highlight the legal implications in these areas and help children to set healthy boundaries and implement safe strategies.</p> <p>Police talks across the school.</p> <p>Class Charters &amp; agreements for using school equipment and discussing the consequences of breaking these agreements.</p> <p>Year 6 explore the causes and actions of World War 2 and how that has shaped society.</p> <p>Democracy unit in Year 6.</p> <p>Common class activities include opinion based</p> | <p>Christ College links to help with sports days, reading confidence and mentoring.</p> <p>Reading with Infants.</p> <p>NSPCC talks to the whole school.</p> <p>Democracy unit in Year 6.</p> <p>Year 5 topic on the UN Rights of the Child and how it relates to life in London.</p> <p>Year 3 and Year 5 topics on financial responsibility and modern Britain.</p> <p>Mixed groupings in year 5 and 6 for maths encourage working with pupils from other classes.</p> <p>PGL School Journey gives year</p> | <p>Our PE curriculum incorporates units for each year group on dances from other cultures.</p> <p>Class assemblies and the school leavers production.</p> <p>International food day.</p> <p>World Book Day explores key authors and influential books.</p> <p>Recognising International days such as International Day of Peace, World Toilet Day, International Day of Women...</p> <p>Visits to museums, galleries, London landmarks, City Hall...</p> <p>Stories from different cultures are embedded in English curriculum and in foundation</p> |  | <p>day procedures.</p> <p>Emergency cards are in each classroom in the event that an incident occurs.</p> <p>Attendance is carefully monitored.</p> <p>Relationships and Sex Educations is taught across the school (safeguarding themes).</p> <p>Online Safety talks and workshops with children and parents.</p> <p>Mentoring across the school for vulnerable pupils.</p> <p>School Counsellors.</p> <p>Anti-Bullying focus week each year and an ongoing focus in assemblies and P4C themes.</p> <p>Food ambassadors encourage and promote healthy eating within the</p> |  |
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|  | <p>Local Area trips encourage pupils to learn more about the world around them. This includes a focus on our local river system, the historical significance of the local suburb and exploring the local woodlands.</p> | <p>lessons on issues related to topics such as flood prevention, fair trade practices and environmental issues. Children prepare reasoned arguments and listen to each other to present their ideas.</p> | <p>6 an opportunity to socialise and work with other pupils.</p> | <p>subjects.</p> <p>Geography topics such as India, St Lucia, The Amazon also focus on understanding and respecting cultural diversity and migration.</p> <p>Music topics explore key influences and instruments from different countries such as Samba in Brazil.</p> |  | <p>school.</p> <p>Zones of Regulation embedded across the school.</p> <p>Mindfulness sessions.</p> <p>Cooking in the curriculum has a health and safety focus.</p> |  |
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