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# BROOKLAND JUNIOR SCHOOL



## Spiritual, Moral, Social and Cultural (SMSC) Education Policy

## **Rationale:**

At Brookland Junior School, the children and their learning are at the very heart of every decision made. This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural education of pupils at Brookland Junior School is cross-curricula and whole school and is not limited to specific lessons.

## **Aims**

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, backgrounds, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.
- To develop children's knowledge of how to stay safe – physically, emotionally and online.

## **1. Guiding principles**

### **1.1. Spiritual development**

1.1.1. The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

## **1.2. Moral development**

1.2.1. The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

## **1.3. Social development**

1.3.1. The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

## **1.4. Cultural development**

1.4.1. The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **2. Cross-curricula teaching and learning**

2.1. Development in SMSC will take place across all areas of the curriculum.

2.2. SMSC has particularly strong links to Religious Education, Class and Whole School Assemblies, and Personal, Social, Health and Citizenship Education (PSHCE).

2.3. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

2.4. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

2.5. Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical, social, emotional and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

2.6. Practical activities to develop SMSC in our school include:

- Participating actively in Enabling Enterprise projects and Challenge Days.
- Working together in different groupings and situations.
- Using the zones of regulation to regulate their own emotions.
- Encouraging the children to behave appropriately at meal times.
- Children taking responsibility across the school e.g. class monitors, lunch helpers, year 6 prefects, year 3 buddies, peer mediators and looking after younger children.
- Children are elected to the school council and are part of decision making across the school.
- Philosophy for children (P4C) and circle time activities are taught across the school.
- Whole school meetings ensures that children's ideas and voices are heard across the school on a range of topics.

- Encouraging teamwork and sportsmanship in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Disability Awareness Day, Black History Month celebrations and other focus weeks promote cultural and social diversity.
- Visits from NSPCC, community police, local magistrate etc keep children informed and aware of support within the local community.
- Hearing music from different composers, cultures and genres e.g. in music assemblies and as part of whole school assembly quiet time.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Our school has a WE ACT group dedicated to raising awareness of local and global issues.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel and samba.
- Studying the contributions to society that certain famous people have made.

### **3. Community links**

3.1. Brookland Junior School has strong links with the wider community.

3.2. In order to develop these links, Brookland Junior School reaches out to the community through the following activities:

- Fundraising activities.
- Display evenings
- Winter Fair
- Parent Speakers and parent volunteers
- Junior School Partnership
- Local geography and history talks and walks
- Multicultural food days with parents
- Supporting local charities such as Homeless Action in Barnet
- Inviting parents to experience lessons and activities in classrooms
- Morning tea events
- Class assemblies with a meet and greet coffee morning.
- Local sports events
- Local visits and trips
- Singing at the local Proms
- Volunteering in local organisations such as the nursing home.
- Accessing the community library and visiting local book shops
- Visits to and from a number of local secondary schools
- Close working relationship with Brookland Infant and Nursery School

## **4. Monitoring and Evaluation**

4.1. At Brookland Junior School, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Pupil questionnaire.
- Annual parents' questionnaire.
- Bi-annual parents' evenings/meetings.

4.2. SMSC provision is reviewed on an annual basis in the following ways:

- Monitoring of teaching and learning and work scrutiny by the curriculum coordinator, Headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Regular updates of our SMSC map as an audit.
- Development of Religious Education, PSHCE and school assemblies to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.
- Regular staff training time to review current practice and to identify areas for improvement and growth.

## **5. Promoting fundamental British values**

5.1. **Through the national curriculum, we will:**

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2 and other important historical events.
- Demonstrate the historical importance of the Commonwealth.

5.2. **Through our Social, Moral, Spiritual and Cultural programme, we will:**

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **6. Related policies and documents:**

- Safeguarding Policy
- Online-safety Policy.
- Home School Agreement
- Behaviour Policy.
- Anti-bullying Policy.
- Health and Safety Policy.
- Special Educational Needs Policy
- Accessibility Policy
- Teaching and Learning Policy.
- Curriculum Intent
- RE Policy
- PHSCE Policy
- SRE Policy
- SMSC Audit
- Curriculum Overviews
- Assembly Maps
- Brookland Values and Learning Skills