

Updated by staff: September 2026

Ratified by governors: TBD Sept 2026

Next review: September 2027

BROOKLAND JUNIOR SCHOOL



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

Intent

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.

Our school prides itself on providing a consistently safe, caring, nurturing and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons. At Brookland Junior School, SMSC education underpins our wider Personal Development curriculum. We are committed to developing confident, reflective, respectful and responsible pupils who are well prepared for the opportunities, responsibilities and experiences of life in modern Britain.

Our SMSC provision is woven through all aspects of school life. Through our curriculum, assemblies, enrichment opportunities, pupil leadership roles, educational visits, community engagement and wider personal development programme, pupils are supported to:

- Develop resilience, confidence and independence.
- Understand how to keep themselves physically, emotionally and digitally safe.
- Build positive and respectful relationships.
- Appreciate diversity and celebrate difference.
- Become active and responsible citizens.
- Develop leadership skills and contribute positively to society.
- Reflect on their own values, beliefs and experiences.
- Understand and demonstrate the fundamental British Values.

We believe that high-quality SMSC education supports pupils to flourish academically, socially and emotionally while preparing them effectively for their next stage of education and future life.

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. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2026 (and annual updates thereafter)
- Relationships Education, Relationships and Health Education Statutory Guidance (updated 2025)
- Education Act 2002
- Prevent Duty Guidance
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2025) 'State-funded school inspection toolkit' (renewed inspection framework, in use from November 2025)
- Equality Act 2010
- DfE (2025) 'Relationships Education, Relationships and Health Education statutory guidance' (mandatory from September 2026)

This policy operates in conjunction with the following school policies and practices:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour and Relationships Policy
- Home-School Agreement
- Anti-bullying Policy
- Child on Child Abuse Policy
- Health and Safety Policy
- SEN and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy
- SMSC Audit
- PSHE Policy, including RSE
- Curriculum map overviews
- Half-termly curriculum overviews for each year group
- Assembly and values maps
- Brookland values and Learning skills
- Emotional Wellbeing and Mental Health Policy
- Equality Policy

2. A whole-school approach to SMSC education

The governing body will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities. Our pupils aim to be 'the best they can be' in all areas of development.

The Headteacher, with all staff, will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's **spiritual development** provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's **moral development** provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's **social development** provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's **cultural development** provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.

- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The Headteacher will work in collaboration with SLT, the SENCO, teaching and support staff to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

3. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, geography, history and PSHE. The school has developed an SMSC audit, which shows where SMSC education, respectively, are embedded into subjects and provides evidence of their inclusion. This audit is updated annually.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance and acceptance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will sensitively and respectfully use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

Brookland Junior school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council each year
- Hearing pupils' voice through a suggestion box

- Establishing monitoring roles for pupils, e.g. class monitors and cloakroom monitors, to allow pupils opportunities to develop and display leadership skills
- Appointing leaders and 'champions' across a range of subjects, including PE leaders and music champions.
- Prefect roles for Year 6 pupils
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Taking part in whole school pupil voice meetings each term
- Providing pupils with opportunities to build balanced arguments and form opinions through debates, public speaking, Debate Club and Philosophy for Children (P4C).

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to their age and experience through PSHE, including the Year 6 Democracy unit and the Junior Citizens programme.
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Using visiting speakers and programmes, including local magistrates, community police and Members of Parliament, to develop pupils' understanding of UK laws, legal processes, rights and responsibilities.
- Implementing clear, consistent and defined responses to behaviour in line with the Behaviour and Relationships Policy.

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural events, for example, International Day, refugee week, international food tasting events.
- Each year group visits a different place of worship every year
- Teaching about different beliefs and cultures through RE lessons, assemblies, class circle times and visiting speakers.
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders and community representatives

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including the following:

- Encouraging pupils to work together in different groupings and situations, including collaborative orienteering and other activities that develop teamwork and resilience.
- Embedding Zones of Regulation as a whole-school tool for discussing feelings and developing strategies for self-regulation, alongside the school's wider wellbeing provision.
- Weeks such as neurodiversity week and identity week promote acceptance and understanding, celebrating the differences and similarities between themselves and others

- Encouraging teamwork and sportsmanship in PE lessons, on the playground and in extra-curricula clubs
- Year 3 pupils have nominated buddies in the school to enrich their school experience and support transition, alongside the Year 3 Environment Project, which develops empathy, kindness and social responsibility.
- Providing opportunities for pupils to study literature, art, music and media from people of different cultures, backgrounds, genres and faiths.
- Mindfulness and wellbeing sessions are held after lunch and at the end of PSHE lessons in classrooms
- Organising a variety of social and cultural experiences, including museums, places of worship, the Lincolnsfield WWII immersive trip and the Year 6 PGL residential school journey.
- Wellbeing ambassadors provide support in the playground.
- Training for pupils is held by the Diana Foundation on developing anti-bullying and anti-racist whole school actions, which are actioned by pupils.
- Visits and sessions from CEOP, NSPCC, community police, local magistrates and local foodbanks help pupils understand online safety, safeguarding, the law and sources of support in the community.
- Hearing and seeing live performances by professional actors, dancers and musicians
- Learning songs from different cultures and playing a range of instruments
- Philosophy for children sessions are part of our teaching and learning
- Exploring food, Fair Trade, sustainability and climate-change themes so pupils consider ethical choices, environmental responsibility and global interdependence.
- Studying the contributions to society made by people of all backgrounds, alongside age-appropriate learning about financial responsibility in Years 3 and 5.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects in all lessons.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies, circle times and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

4. Community Links

Brookland Junior School recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Pupil-led fundraising activities.
- Open evenings
- Winter Fair – year 6s run their own stalls
- Parent Speakers and parent volunteers
- Local school partnership opportunities, including the interschool council network.
- Links with Christ's College for sport, reading and mentoring.

- Local geography and history talks and walks in the local area
- Multicultural food days with parents
- Supporting local charities such as Homeless Action in Barnet, Foodbank Aid and North London Hospice
- Inviting parents to join in with lessons and activities in classrooms
- Morning tea events
- Class assemblies with a meet and greet coffee morning.
- Local sports events and partnership activities with Christ's College.
- Local and wider cultural visits, including the Barnet Dance Festival, Barnet Music Festival and the Lincolnsfield WWII immersive experience.
- Choir and performance opportunities at Cherry Tree Wood and the Arts Depot.
- Volunteering in local organisations such as the nursing home.
- Accessing the community library and local bookshops, and developing international links through French pen pals.
- Visits to and from local secondary schools, including Mandarin lessons provided through Bishop Douglass Secondary School.
- Local litter collecting
- Close working relationship with Brookland Infant and Nursery School, alongside wider interschool council and community partnership work.

5. Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values and to develop pupils' character, resilience, cooperation and sense of responsibility.

Through SMSC and the wider Personal Development and Wellbeing curriculum, the school develops pupils' understanding of fundamental British values and supports them to become responsible, respectful and active citizens who reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

6. Ofsted inspections

Under Ofsted's renewed inspection framework, published in September 2025 and used for school report cards from 10 November 2025, SMSC is evaluated principally within the Personal Development and Wellbeing evaluation area.

Within Personal Development and Wellbeing, inspectors consider how effectively the school supports pupils' broader development beyond the academic curriculum. Brookland Junior School will:

- ensure that pupils are supported to become responsible, respectful and active citizens who contribute positively to society.
- develop pupils' understanding of fundamental British values and prepare them for the opportunities, responsibilities and experiences of life in modern Britain.
- promote equality of opportunity and ensure pupils develop an age-appropriate understanding of protected characteristics and respect for difference.
- provide a coherently planned range of opportunities that develops pupils' talents, interests, confidence, resilience and independence.
- support pupils' physical and mental wellbeing and ensure that they know how to keep themselves safe, including online.
- provide meaningful opportunities for pupil leadership, participation, volunteering and contribution to the school and wider community.
- enable pupils to encounter and consider views, beliefs and opinions that differ from their own in a respectful and age-appropriate way.
- develop character so that pupils are increasingly able to reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

7. Impact - Monitoring and Review

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.

- Parents' questionnaire.
- Bi-annual parents' evenings/meetings.
- Invitation for parents to feed back with the annual reports

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.
- Annual updates of the SMSC audit across Spiritual, Moral, Social, Cultural, Trips & Visitors, Safeguarding & Prevent, and Health & Safety strands.
- Development of Religious Education, PSHE 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 identify areas for improvement and growth.
- The policy will also be checked when relevant statutory guidance changes, including annual updates to Keeping Children Safe in Education and the implementation of statutory RSHE guidance.
- The school will review implications arising from the new national curriculum planned for September 2028.