



BURLINGTON JUNIOR SCHOOL

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

Written By	Headteacher
Frequency of Review	4 years
Date reviewed and approved by Governing Body	September 2024
Date of next review	September 2028
Display on Website	✓
Purpose	We aim to provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
Consultation	Governors ✓
	Parents ✓
	Pupils ✓
	Staff ✓
Links with other policies	See section 1.2 for list of linked policies

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Guiding principles](#)
3. [Cross-curriculum teaching and learning](#)
4. [Community links](#)
5. [Promoting fundamental British values](#)
6. [Monitoring and evaluation](#)

Statement of intent

At Burlington Junior School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils.

Through this policy, we will help pupils to develop an inner discipline and encourage them to make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our pupils is cross-curricular and not limited to specific SMSC lessons.

Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

Legal framework

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

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- Ofsted (2024) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Inclusion Policy
- Race Equality policy
- Behavioural Policy
- Special Educational Needs and Disabilities (SEND) Policy

Guiding principles

Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, 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.

Moral development

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 their ability to understand and appreciate the viewpoints of others on these issues.

Social development

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.

Cultural development

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 their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, 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.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum.

SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education.

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

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 and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.

- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many areas across the curriculum provide opportunities for pupils to:

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

We may 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
- Contribution to some school policies i.e. Home-learning, anti-bullying, behaviour.
- Hearing pupils' voice through a School Council suggestion box
- Establishing monitoring roles for pupils, e.g. class monitors, light monitors, Year 3 buddies and Junior road safety officers, to allow pupils opportunities to take on a responsibility and look after younger pupils
- Appointing playground leaders/spinner monitors
- Voting on charities to support (School Council)
- Issuing pupil exit questionnaires for pupils leaving the school at the end of Year 6
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities e.g. class assemblies, concerts and the Year 6 production.

We may use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality and behaviour
- Setting classroom and school rules
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching pupils about the roles of all those who help us, 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 throughout the world.
- Encouraging pupils to behave appropriately at mealtimes.
- Micro society in Year 5
- Voting for the School council reps
- School council visit to the Houses of Parliament
- Visits from local neighbourhood police

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

- Celebrating differences and similarities through cultural event days, for example, Multi-cultural week, Diversity week.
- Having experts (children) to talk about their religion and culture
- RE festival calendar in all classrooms
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring morals through lessons (in particularly RE lessons), stories and assemblies
- Arranging visits from various religious leaders

Additional practical activities to encourage pupils' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.
- Exploring places around the world in geography lessons and virtual reality (VR) headsets

Teachers will help pupils' SMSC development by:

- Asking questions about the world around us
- Use the VR headsets to explore the world around us
- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.
- Particular events such as performances at the O2, concerts, carol singing in Kingston, the bi-annual nativity play at the local church

Community links

The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities e.g. Children in Need, Comic Relief.
- PTA events e.g. the Christmas and Summer Fair
- Performance assemblies

- Musical concerts including carol concerts and performances
- Hosting an annual Year 6 school play.

Promoting fundamental British values

We will take the following actions to promote fundamental British values:

- 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 is shared and discussed with pupils.
- 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.
- Commemorating World War 1 and 2.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- Using general and local elections to hold mock elections and 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.
- Swiftly addressing any behaviour issues that arise due to a lack of tolerance or mutual respect, following the steps listed in our behaviour policy.
- Using assemblies as an opportunity to discuss British values and how they relate to national and international issues.
- Teaching pupils about core concepts, such as democracy, heritage, liberty and equality, throughout our curriculum and encouraging pupils to make connections between their learning and these concepts.
- Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and 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 pupils 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 pupils 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.

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 the judicial system runs separately from the Government to ensure that British values are maintained in court and cannot be influenced by bias of those in charge, or any public bodies, e.g. the police.
- 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.

Ofsted inspections

As part of its activities when carrying out ungraded, graded, and urgent inspections of schools and academies across England, Ofsted will assess the effectiveness of the school's SMSC provision.

Inspectors will judge the schools' SMSC provision based on the following factors:

- Whether the spiritual, moral, social, cultural, mental, and physical development of pupils is actively promoted by the school
- Whether the SMSC provision enhances pupils' personal development in relation to citizenship education and fundamental British values
- Whether the school's work to enhance its own SMSC provision is of a high quality

The school will ensure that all of the 'good' criteria are met securely and consistently in order for its personal development provision to be judged as 'outstanding'. Additionally, the school will ensure that its provision includes the following elements:

- The school consistently promotes the extensive personal development of pupils, providing a wide variety of opportunities for them to develop their talents and interests
- There's strong take-up by pupils of the opportunities provided by the school
- The opportunities provided by the school are done so in a coherently planned way through the curriculum and extra-curricular activities

The school will ensure that its curriculum prioritises its personal development provision in order for that provision to be judged as 'good'. This includes the school meeting the following criteria:

- Ensuring that the curriculum stretches beyond the academic, vocational, and technical
 - Working to support pupils' confidence, resiliency, independency, and strength of character
 - Ensuring that high quality pastoral support is provided, including guiding students to maintain a physically and mentally healthy lifestyle

- Providing opportunities for pupils to have their interests nurtured, developed, and stretched
- Preparing pupils for life in modern Britain, developing their understanding of fundamental British values, democracy, the rule of law, individual liberty, as well as tolerance and respect for those of different faiths and beliefs
- Promoting equality of opportunity and diversity effectively
- Promoting pupils' engagement with views, beliefs, and opinions that are different from their own
- Providing pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society

The school will also undertake all of the above actions in relation to personal development provision to avoid being judged as 'inadequate' by Ofsted.

Monitoring and evaluation

We listen to the views of our pupils and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- An annual pupil questionnaire in Year 6.
- An annual transition parent questionnaire for Year 3 and Year 6 parents
- Pupil/teacher meetings e.g. conferencing.
- A bi-annual 'whole school' parents' questionnaire.
- Parents' evenings/meetings.
- Parent rep meetings/Parent Forum
- Open mornings/coffee mornings
- Bring a male/female mornings
- Coffee and cake before class assemblies

SMSC provision is reviewed in the following ways:

- The monitoring of teaching and learning and work scrutiny by the year leaders, Headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed every 4 years by the Headteacher.

The next scheduled review date for this policy is Spring 2025

Trips								
Languages								
Charity events								
School council								
Key considerations							Yes	No
Are all aspects of SMSC evident when pupils move around the school?								
Are all aspects of SMSC reflected in classroom and corridor displays?								
Does the school website reflect a consistent approach to all aspects of SMSC?								