

Broomfield House School
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

This document, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force

Applies to:

- The whole school including the Early Years Foundation Stage (EYFS) along with the out of school care including the breakfast club, the afterschool clubs and the holiday fun clubs.
- all staff (teaching and support staff), the Proprietor and volunteers working in the school.

Related documents:

- the Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Personal, Social, Health, Economic Education and Citizenship (PSHEE)
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – e-Safety, Child Protection and Safer Recruitment Policies
- Relationships and Sex Education Policy
- Special Educational Needs Policy
- Staff code of conduct/prudence policy
- A day in the life of our school

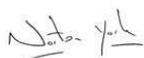
Availability

This policy is made available to parents, staff and pupils in the following ways: upon request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher.
- The Proprietors (of whom one is also the Head Teacher) undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Last reviewed: Dec 2018

Next review: Dec 2019

Mr Norton York
Headteacher and Proprietor

Elaine York
Proprietor

Context

Broomfield House School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives. SMSC is very much integral to the life of our school.

Rationale (School Ethos)

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Proprietors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSE education and citizenship. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

As part of our Behaviour Policy Broomfield House School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Principles

The foundations of spiritual, moral, social and cultural development are laid at home. The school programme for promoting children's spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers. All aspects of school life and the curriculum have the potential to contribute to these four kinds of development. The ethos of the school and the values which are implicit in the life and work of the school will have a powerful effect on the extent to which this potential is realised. It is important to recognise the role of our school in promoting these four kinds of development because education is concerned with more than just giving children a body of knowledge and a range of skills. A successful school will have a positive effect on how children think about themselves and the world; about their notions of right and wrong; how they relate to others; and their appreciation of the richness of their own and other ways of life.

The aims of our SMSC Policy are to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to understand what is right and wrong in their school life and life outside school
- encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- provide pupils with a broad general knowledge of public institutions and services in England, e.g. Yr 6 usually visit the Houses of Parliament and attend a workshop run by our local Magistrates Court
- preclude the promotion of partisan political views in the teaching of any subject in the school;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature, enhanced by visits, for example, from musicians and writers with trips to the theatre
- overcome barriers to their learning.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Yr 6 also attend a Junior Citizens course.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views

Summer 2015: Broomfield held its first general election, led by our Yr 6 children.

Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community, according to their maturity, e.g. Harvest gifts are distributed to local residents and our Yr 5 & 6 children sing carols at a local residential home
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our, personal, social and health education and citizenship through, lessons, assemblies and 'circle time' (PK & K) to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our curriculum and other plans which enable pupils to develop an understanding of public services and institutions e.g. Yr 6 visit the Houses of Parliament and attend a workshop run by our local Magistrates Court and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution.

Promotion of British Values

We actively promote fundamental British Values by virtue of our approach. Evidence of this commitment to promoting British Values can be seen across the school. We pay particular regard to the protected characteristics set out in the Equality Act 2010. We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities (sometimes run directly by pupils). For example, mock elections run to coincide with real ones, provide pupils

with the opportunity to learn how to argue and defend points of view and engage in the democratic process. Our School Council (whose members are voted for by the pupils 3 times a year) ensures that all pupils within the school have a voice that is listened to and demonstrates how democracy works.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology and personal safety. We promote tolerance and community cohesion by helping young people understand different lifestyles and cultures. We maintain links with other schools through our house charities who serve children from different backgrounds, in order to make our pupils aware of the positive impact of our British values and to encourage them to develop a positive attitude to those with different backgrounds. Tolerance, respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern Britain and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England. Our school encourages an understanding of the separation of power between the executive and the judiciary, and that while some public bodies such as the police can be held to account through Parliament, others such as the courts maintain independence. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety. We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

Definitions:

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils.

Our school promotes spiritual development through:

- providing and encouraging a positive ethos
- the values and attitudes the school identifies, upholds and fosters e.g. Broomfield Pupils' Code
- reinforcing a child's sense of self-worth
- focusing on positive 'success' rather than negative 'failure'
- encouraging children to listen to and consider the ideas and experiences of others
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values
- fostering a fascination and enjoyment in learning
- using imagination and creativity in learning.

Our school also encourages children to develop a personal spirituality through:

- reflecting on their own and other people's experiences
- acquiring self-knowledge
- thinking about their own beliefs, values and aspirations
- forming personal responses to questions about the purpose and meaning of life; using imagination

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge,

understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions. This aspect of SMSC links to our Relationships and Sex Education curriculum. (Please see our RSE Policy for more detail).

Our school promotes moral development through:

- making it clear what kinds of behaviour are expected e.g. the Broomfield Pupils' Code
- teaching what healthy consensual relationships look like and what behaviours are unhealthy;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Our school promotes social development by helping children to:

- adjust to a range of social contexts by appropriate and sensitive behaviour e.g. discussion work
- understand how individuals relate to each other e.g. PSHEE
- make a personal contribution to the well-being of groups e.g. Pupil Council
- help children to exercise responsibility and initiative e.g. prefect positions
- be able to participate cooperatively in the school community
- understand how what is learnt in the curriculum relates to life in society
- take on leadership roles e.g. Head Boy, Head Girl, Games Captains.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities, including, for example, visits from musicians, writers with trips to the theatre.

Our school promotes cultural development through:

- encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society eg themed lunches/wearing traditional costumes
- exposing pupils to a range of stimuli in order to allow them to develop new interests
- adopting the view that diversity makes the world a richer place

Equal opportunities

Refer to Broomfield House School equal opportunities policy

Differentiation

The above is differentiated according to the needs of each individual learner. The nature of our children's special educational needs dictates that we deliver the above policy in so far as their developmental levels allow.