

Brook View School

Social, Moral, Spiritual and Cultural (SMSC) Policy

Date: December 2023

Review : December 2024

All curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided within religious education and personal, social and health education (PSHE/RSE). A significant contribution is also made by the school ethos and values, other curriculum activities, trips and visits and assemblies.

Spiritual development

Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development

Moral development involves children acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development

Social development involves children acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to become active citizens within their community.

Cultural development

Cultural development involves children acquiring an understanding of cultural traditions and heritage, and the ability to appreciate and respond to 'the arts'. The children will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Promoting British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”

Democracy

Every child and young person has a voice and we try to promote this voice through a range of activities and learning opportunities that use democracy and choice as an opportunity to learn, develop and be inclusive of all our children, young people and the school community.

The Rule of Law

The importance of laws, whether those that govern the class, school or the country are highlighted at Brook View School. Pupils attend tutorials which explain laws and following rules. Some of these are centred on behaviour and expectation as well as safety, including online safety. Pupils are taught the value and reason behind rules.

Individual Liberty

At Brook View pupils are actively encouraged to make choices, knowing they are in a safe and supportive environment. Personalised 1-1 meetings between pupil and their key tutor allow pupils to aim for individual targets. We encourage the development of resilience, communication, self-regulation and independence.

Mutual Respect

All pupils in the school can see how good behaviour stands out. Children are taught how to show respect for and value each other's' views, beliefs and differences. This is especially evident within tutorials and subjects such as RE, PSHE.

Respect and Celebration of Different Faiths, Beliefs and Cultures

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education and PSHE lessons reinforce messages of respect for others. Children visit places of worship that are important to different faiths.

Spiritual, Moral, Social and Cultural (SMSC) Development

SMSC development is identified in the 'Independent school Standards' and 'EIF Inspection Framework' At Brook View, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being.

Good/Outstanding Practice Guidance	Evidence
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> -Recognise key festivals in all religions and special days. - RE curriculum using Agreed Syllabus - Pupil Voice and choice promoting independence, communication and resilience.
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - Show and Tell in tutorials where pupils explain what they have done when not in school. - Encouraging pupils to share their beliefs with their classes and during tutorial. - Collaborative celebrations of all cultural festivals with the opportunity to taste and experience new foods, make traditional crafts and displays and learn more about the history of the traditions - Undertake visits to recognised religious places to learn more about cultural traditions
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> - PSHE/RSE curriculum - Global learning elements throughout all the topics across school.
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events –Macmillan cancer, Children in Need, Red Nose Day, Water Aid, Help the Heroes - RE planning and curriculum; knowledge and response - Pupils encouraged to reflect on the values studied and discuss in class.

<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - PSHE/RSE curriculum - Dedicated SMSC Day. - Positive Behaviour Policy - Nurture Intervention
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect through “MODEL PUPIL” - Clear set of values across school and on display. Covered within the whole school SMSC and Health and Safety overview.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils’ questions and give them space for their own thought’s ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking ‘why’, ‘how’ and ‘where’ as well as ‘what’. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Training on AfL techniques for whole cohort participation and effective questioning. - Whole school CPD programme on SMSC:

MORAL	
<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy through planning and support - Regular updates and reinforcement in assemblies - Star of the Week - Whole school house point system with House Captains and Class bonus - British values promoted across the school.
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths - In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and discuss/communicate their judgements and what morals are. - Positive Behaviour Policy

<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - E Safety - Anti-bullying lessons and awareness in PSHE/RSE and Anti Bullying Week. - Pupil voice - Use of school forums for thought of week and discussion forums on moral issues - Drug and alcohol and healthy school curriculum
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system with weekly, termly and Yearly winners - Celebration assembly with Star of Week certificates relating to school values and good learning traits. - Lunchtime behaviour slips that reward positive behaviour as well as recognising negative - Yearly Attendance Awards - Regular prizes/regular rewards for demonstration of good manners and politeness with class bonus
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in pupil voice – children very clear on expectations - Recognise days such as anti-bullying and safer recruitment. Look at how feels to be “wronged”. - E Safety - Respond to national events - In PE and sports, following rule and spirit of competition in school.
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/RSE curriculum
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - rules consistent across school with one that reflects this. - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by a contract visible in classrooms.
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - Whole school and Key stages. - By acknowledging the positive and negative benefits of the Internet. - Visitors planned as part of the collective worship. - Wider opportunities in music; teaching pupils self-discipline and learning an instrument

	<ul style="list-style-type: none"> - In sport, make clear fair play demonstrated with the shaking of hands.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. - School values displayed and add pupil voice comments on the certain school or British values.

SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school Rules - Consistent core values that the school have agreed upon and promote.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - All policies demonstrate equality and inclusion. - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in School - Community events; Carol Concerts, Church visits, Harvest and Easter celebrations, Christmas celebrations, Fund raising events, Remembrance week, - Family learning through parental / carer talks
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - Learning Partners during class discussions - Staff training on whole class participation techniques, group work and learning partners. - Regular competitive sporting events
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - PSHE/RSE and challenging stereotypes. - In History, children learn about how different civilisations.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Residential experiences planned e.g. Hothersall Lodge

Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/RSE/Citizenship curriculum - School involvement in community events such as remembrance. - Involved in community improvements - Look at moral issues. - Reflected in our school values; kindness / respect / responsibility.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Pupil elections and democratic vote for School Council - Pupil training for Playground leaders - Involvement in Senior Leader Interviews - Mirror General election with school's own election - Participating in Remembrance;
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Planned that pupils have roles in school such as recycling officers / sports ambassadors and playground leaders. Have various responsibilities.
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents / carers to volunteer to support pupil's learning, including regular reading - Parents invited in to work with pupils on creative tasks.

CULTURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> - Humanities curriculum; Fairtrade / Brazil / Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt - Sharing stories from other cultures and countries
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning. - PSHCE curriculum look at personal gifts and talents. - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music.

<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - Children participate in new learning opportunities each term e.g. MFL weeks. - Participating in European Day of languages where each class is a country. - Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. For example, Brazil and Flavalas in art /Brazilian carnival dance and themed Summer Fair. - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance project centred around theme - Participation in Art Project - Making links with global events such as the Olympics, Winter Olympics or World Cup. - Looking at the local history and how different cultures have shaped it. - All year groups visit the theatre every year.
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Makaton Friendly - Visitors expert in historical events providing workshops for various year groups (Victorians, Romans and WWII) - Visits to Local castles - Yearly theatre trips for all year groups - Gallery visits and involvement in Arts projects
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning Environment Expectations which reflect themes taught - Displays across the school and school's impact. - Art exhibition where all pupil's art work is show cased.

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

- School's creative curriculum. Plan exciting thematic topics with cultural links
- In history and science, look at how developments from around the world affect our daily life

Spiritual

Visitors from Different Faiths

School Mission Statement, values and Behaviour Policy

Charity Work/Fundraisers

Themed days / Weeks

Whole School Assemblies

Class Assemblies

RE Curriculum Planning

Curriculum Topics

Celebration Assemblies

Learning Mentor

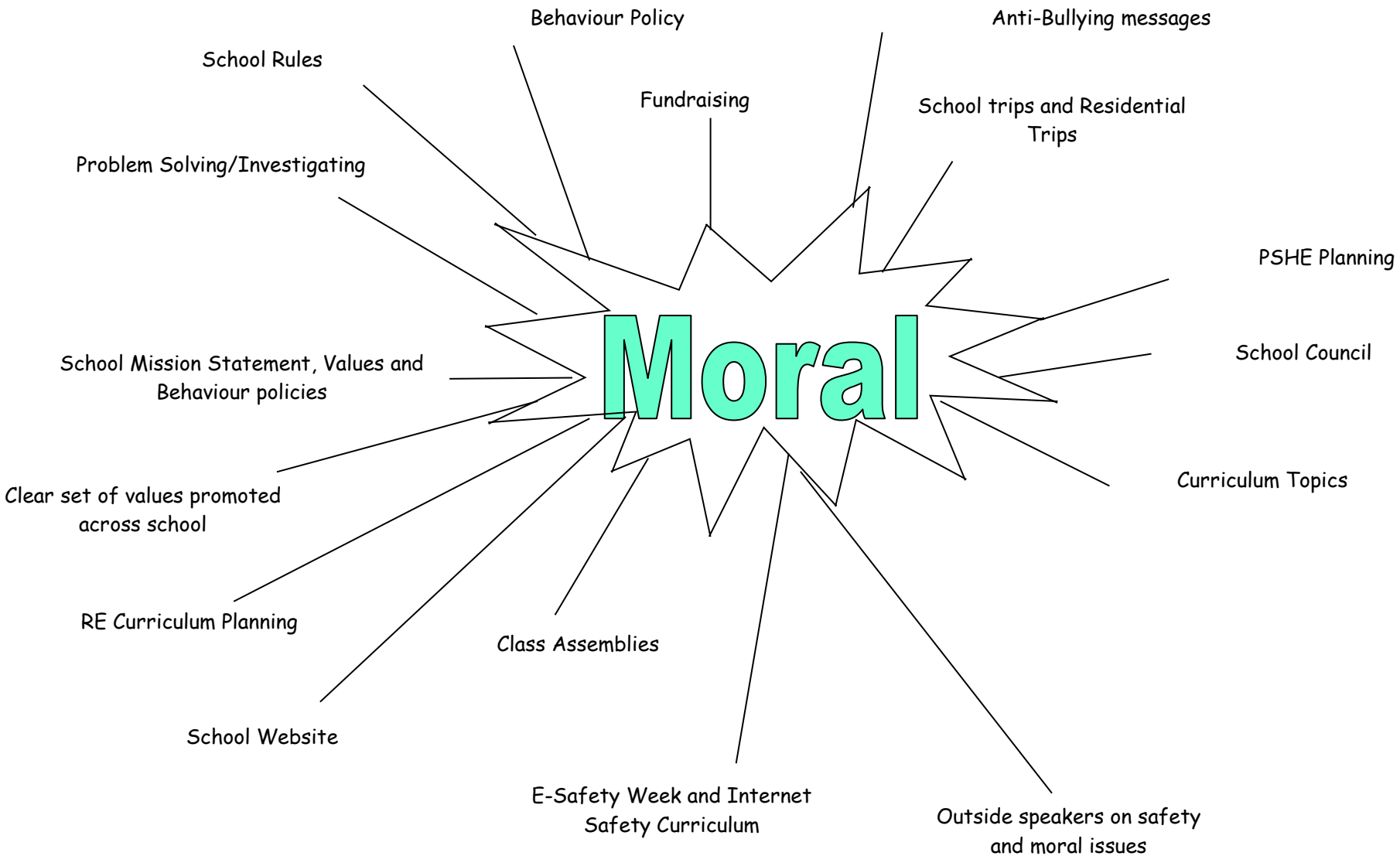
Residential trips

Play buddies

School Website for photographs and blogs

Display provoking thought

Moral



Social

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graph TD; Social((Social)) --- Lunchtime Play; Social --- Sports Day; Social --- PE_and_Sport[PE and Sport Competitions in Local Area]; Social --- Behaviour Policy; Social --- Contribution[Contribution to Local Community Events]; Social --- Family Learning[Family Learning through courses in school on how to support at home]; Social --- School Mission[School Mission Statement and values]; Social --- Internal Work[Internal Work Experience Opportunities]; Social --- Charity Work[Charity Work/Fundraisers]; Social --- After School[After School Clubs*]; Social --- Curriculum[Curriculum Topics]; Social --- Group Work[Group Work in Lessons and AFL opportunities]; Social --- School Trips[School Trips and Residential Trips];
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Lunchtime Play

Behaviour Policy

Sports Day

Contribution to Local Community Events

PE and Sport Competitions in Local Area

Family Learning through courses in school on how to support at home

School Mission Statement and values

School Trips and Residential Trips

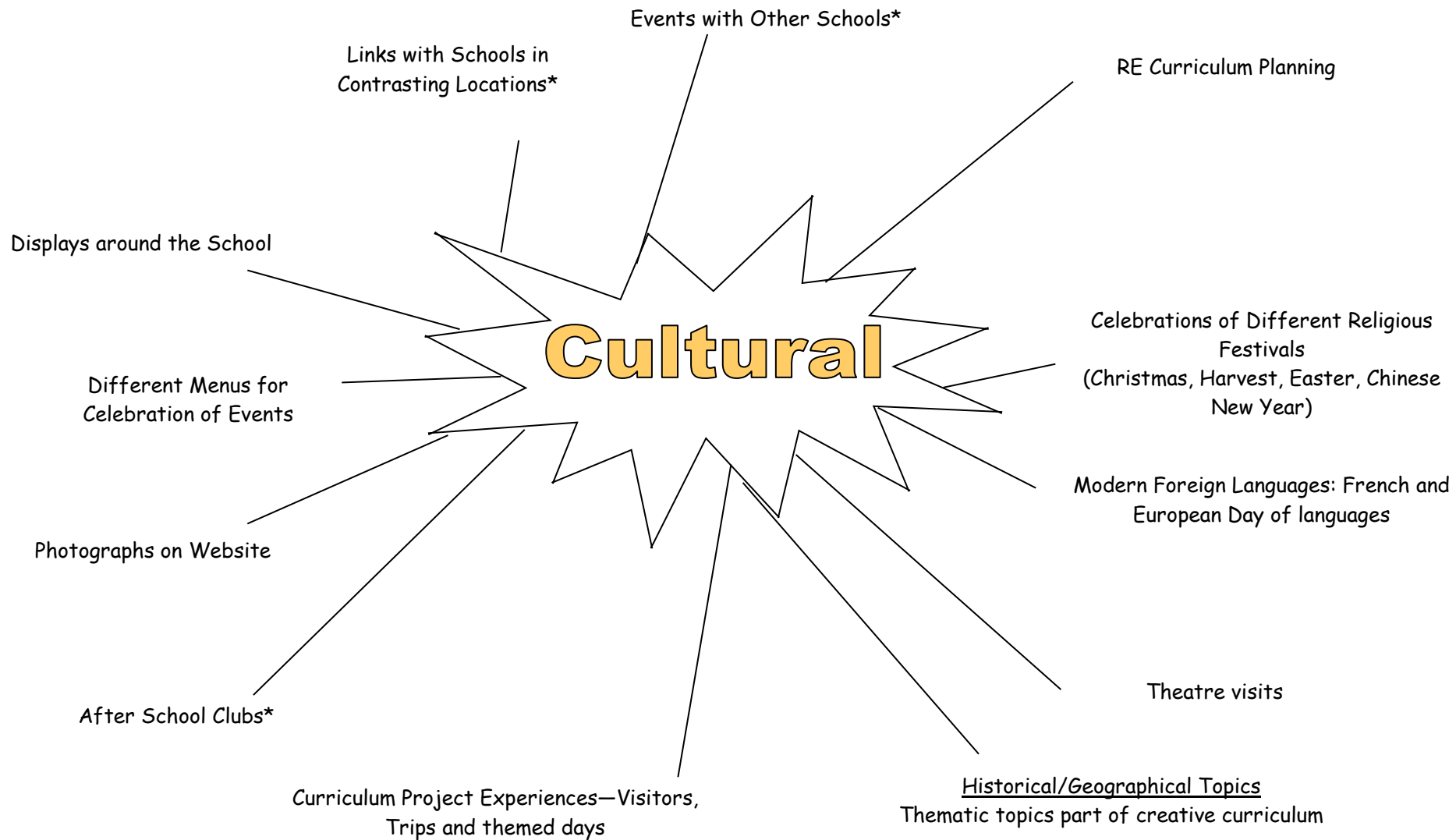
Internal Work Experience Opportunities

Curriculum Topics

Group Work in Lessons and AFL opportunities

After School Clubs*

Charity Work/Fundraisers



* TBA