



British Junior Academy of Brussels
Spiritual, Moral, Social and Cultural
Development Policy

Revised May 2019



The British Junior Academy of Brussels

Spiritual, Moral, Social and Cultural Development Policy

This policy is for the whole school including the Early Years Foundation Stage.

Effective Spiritual, Moral, Social and Cultural Development (SMSC), Personal, Social and Health Education (PSHE) and Citizenship may bring about disclosures of child protection issues. All members of staff should be aware of the procedures for reporting their concerns. The school has a separate Safeguarding policy.

1.0 AIMS AND OBJECTIVES

The relationship between staff and pupils, in a mentoring role, is one of the strongest features of our school. The school ensures that principles are promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- 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 around them and in the wider world
- 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 values of democracy, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- 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, the school aims to:

- lead pupils towards becoming confident and positive contributors to their community
- enable pupils to gain insights into the origins and practices of their own cultures; and into those of the wider community
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism

2.0 PURPOSE

At the British Junior Academy of Brussels (BJAB), all members of staff work together to create a caring environment, in which pupils can learn and grow in a healthy, balanced way.

It is our philosophy that the teaching of the spiritual, moral, social and cultural aspects of learning is embedded in all curriculum areas and aspects of daily life in our school. Whilst we offer a dedicated PSHE lesson during the week to each year group, all members of staff have a commitment to deliver strong pastoral care at all times.

3.0 DEFINITIONS

3.1 Spiritual development

BJAB does not teach Religious Studies. The school provides opportunities in assembly for pupils to:

- develop an awareness of some of the principal world religions
- consider issues that help them to understand different beliefs, values and traditions
- make reasoned and informed judgments on moral issues
- develop their own sense of identity, preparing them for life in a multicultural society
- respond sensitively to the thoughts and feelings of others

3.2 Moral development

Pupils' understanding of the differences between right and wrong, and concern for others, are promoted throughout the school day in all subjects and activities as appropriate. The children are taught about making responsible decisions, the consequences of their actions and making personal choices as they grow up.

In practice, fostering the development of these values will involve:

- extending pupils' knowledge of the range of accepted values in society
- pupils distinguishing between right and wrong and acting consistently with their beliefs and with a view to the consequences of their own and others' actions
- pupils understanding that there are some questions to which there are no answers
- developing relevant skills and attitudes such as decision-making, self-control, consideration for others, having confidence to act with one's principles and thinking through the consequences of each action
- promoting at an appropriate level, an understanding of basic moral 'philosophy' and the skills of analysis, debate, judgment and application to contemporary issues

3.3 Social development

The capacity to participate effectively in social life is crucial to the wellbeing of individuals and communities. At BJAB, members of staff encourage pupils to take responsibility, show initiative and to become confident and positive contributors to their community, for example, through supporting local charities.

BJAB aims to develop good relationships both within the school and in the community, ensuring pupils are able to relate to, and work with, each other. It is important that children develop a sense of belonging, a willingness to participate and to learn how to make an active contribution. In all lessons and activities, pupils are encouraged to share, co-operate and take an active role. They are also urged to act with courtesy and consideration for others.

Through the PSHE and its Values curriculum, BJAB encourages respect for other people, paying particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

3.4 Cultural Development

To be cultured is generally understood as having the capacity to benefit from the received wisdom and practices of particular communities or groups. Within the curriculum there are opportunities to explore

customs, icons and images, artefacts, music, painting; sculpture, dance and technology and English resources.

Through assemblies, BJAB recognises the diversity within our multicultural society and pupils study some of the traditions and beliefs represented within our school. Pupils from different cultures are encouraged to share their beliefs and customs with other children.

4.0 WHOLE SCHOOL APPROACHES

4.1 Values Education

At BJAB, Values Education is incorporated into the teaching of SMSC. We understand that by placing a high profile on global moral values, and making it apparent in all we do, we are able to nurture each and every member of our school community.

Each month a new Value is introduced during the whole school assembly. Prior to this, the Value will have been discussed in a staff meeting, a definition and how it will be modelled to children will have been agreed. The values have been selected through discussion with the School Council and are delivered on a two-year rolling programme.

Year 1

- September: Aspiration
- October: Happiness
- November: Co-operation
- December: Joy
- January: Love
- February: Trust
- March: Tolerance
- April: Unity
- May: Faith
- June: Honesty

Year 2

- September: Resilience
- October: Humility
- November: Peace
- December: Simplicity
- January: Kindness
- February: Respect
- March: Friendship
- April: Understanding
- May: Patience
- June: Loyalty

4.2 Assemblies

The Head of Pastoral Care is responsible for the co-ordination of the assembly rotas. Assemblies reflect a balance of topics covering social and emotional issues, PSHE, values, world religions and citizenship. Assemblies are also used to address whole-school issues, such as bullying, global citizenship and the school rules. Sometimes, assemblies may also be used as opportunities for reinforcing the school rules to improve levels of courtesy and respect for others within the school.

Children are given opportunities to work together to create their own assemblies regularly.

4.3 Relationships and role models

At BJAB, good relationships between all members of the community are encouraged at all times. Members of staff are expected to be role models for the children in the respect they show to others and in their commitment to the school.

4.4 Behaviour management

BJAB expects the highest standards of courtesy and behaviour from its pupils, who are required to treat others with respect and consideration at all times. Particularly helpful and positive behaviour is highly praised and may be rewarded with Dojo points. Behaviour not following the 'BJAB Code' is dealt with by using a variety of sanctions outlined in the Promoting Positive Behaviour policy.

4.5 Extra-curricular activities

The considerable range of extra-curricular activities provides the children with a wealth of opportunities to develop skills, explore new avenues of learning, participate in the expressive arts and enjoy being part of a team.

5.0 DELIVERY

5.1 General

At BJAB, we believe that all subjects have important contributions to make to spiritual, moral, social and cultural education. Children are always encouraged to question, explore new ideas and express their own views. This must also be accompanied by consideration for others and a willingness to work in co-operation with others. Some subjects have particular contributions to make, resulting from subject content.

5.2 PSHE

BJAB provides the children with a clear and progressive PSHE curriculum. We have divided PSHE into 7 areas:

- Sex and relationship education (SRE)
- Drug, alcohol and tobacco education (DATE)
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Careers and financial and economic wellbeing
- Identity, society and equality

Within each strand there are age appropriate topics. One topic per half term is taught to each year except for SRE, which is taught in one term in Years 2, 5 and 6. Each topic consists of three formal lessons.

Understanding the importance of ensuring a safe teaching and learning environment each class establishes ground rules for PSHE lessons thus ensuring a sense of ownership and increase their effectiveness. The following are example ground rules which staff use in discussion with their class.

Shared agreement

- We join in and ask questions if we want to

- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible; if we are unsure, we ask the teacher
- We do not name names
- We know we can ask for further help or advice if we wish

Rights and Responsibilities

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have a responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Assessment is an integral part of each topic. Children undertake a pre-topic activity, which is then repeated at the end of the topic. Thus, enabling pupils and teachers to understand and demonstrate the progress made. Self-reflection is also encouraged at the end of each topic: to encourage self-evaluation and reflection on learning.

5.3 School Council

The purpose of the school council is to:

- enable children to participate and communicate effectively in decision-making activities
- give children the opportunity to raise ideas and questions about issues affecting them
- implement some of their own initiatives and ideas in arranging fund-raising events, for example, a Halloween party and a baby photo competition

BJAB has a School Council made up of representatives from each class from Years 1-6. Representatives are democratically elected at the beginning of each year by class members. The council meets under the guidance of a teacher, who acts as council co-ordinator, and the school council chair, who is chosen from Year 6.

An agenda is raised as a result of class discussion with the representative, the council then reports back its plans either to the class or at an assembly, normally twice per term.

5.4 House system

There are four houses at BJAB: Montgomery, Schuman, Hergé and Baudouin. Each house is headed by a two House Captains from Year 6, nominated by the teachers at the beginning of the school year.

The purpose of the House System is to:

- encourage children from different year groups to meet and work together towards common goals, for example, competing together on Sports Day and through completing house challenges
- encourage best effort amongst pupils through the awarding of house points for effort, helpful action and initiatives
- encourage older pupils to support younger pupils

Children earn class points in line with the school's Behaviour Management policy, which lead to House points. The house achieving the most points at the end of the academic year is awarded the House Cup on BJAB Day.

5.5 Peer collaboration

Children are given the opportunity to work across year groups, for example, as part of a drama project week and paired reading sessions. These opportunities are planned into the annual programme.

5.6 BJAB Day

This is planned to allow children an opportunity to reflect upon the events and successes of the school year. BJAB Day is a means of acknowledging the achievement and effort of each child in some aspect of school life. Presentations and certificates are awarded in the presence of all BJAB families.

5.7 PTA and family events

The school has an active and supportive Parent Teacher Association (PTA), which organises a number of family events that support elements of our work on SMSC, for example, an International Fair.

This policy is the responsibility of Mrs Sarah White, Headteacher.	Date revised May 2019
Sarah White, Headteacher	
To be reviewed:	May 2020

Appendix A

BJAB PSHE Scheme of work

PSHE education is taught through a spiral programme that revisits themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. The SEAL programme (Social and Emotional Aspects of Learning) is available to support planning in PSHE, as it can facilitate a systematic approach to learning. Many other strategies, resources and supporting publications, which reflect the school's ethos complement the delivery of spiritual, moral, social and cultural development at the BJAB. They are mostly available online and teachers are encouraged to use a range of resources to plan their lessons around the given theme.

Autumn 1	Theme: Being me in my world Values: Peace/Respect (September) Perseverance/Freedom (October)	<i>This will include introducing the Class Charter; School Council elections There will be links to International Day of Peace, which is in September It will also include teaching children that keeping safe is important, linking it to respect for self</i>
Autumn 2	Theme: Relationships Values: Friendliness/Co-operation (November) Trust/Confidence (December)	
One week whole school focus	Theme: Say No to Bullying	<i>This is intended to form a themed week in November to coincide with UK Anti Bullying week and will cover themes including cyber-bullying and peer pressure It will also include teaching children that keeping safe in all areas of life is important</i>
Spring 1	Theme: Dreams and goals Values: Patience/Enthusiasm (January) Generosity/Compassion (February)	<i>Safer Internet Day, which is in February, will be covered as a standalone subject This will include links to the annual Swimathon</i>
Spring 2	Theme: Celebrating difference Values: Courage/Determination (March)	<i>Links with International Week, which will celebrate the diverse nature of the BJAB community</i>

	Humour/Integrity (April)	
Summer 1	<p>Theme: Healthy me</p> <p>Values: Appreciation/Consideration (May) Happiness/Responsibility (June)</p>	<p><i>Drugs Education will be taught as appropriate</i></p> <p><i>It will also include reminding children that keeping safe in all areas of life is important</i></p> <p><i>At the end of term 3, Year 5 and 6 pupils – with parental consent – study life changes and puberty including human reproduction as part of sex education.</i></p>
Termly	Assembly rota	<p><i>This will include a Values assembly at the beginning of each month, religious festivals, where possible, and class assemblies to showcase the children's learning to parents.</i></p>