



British Junior Academy of Brussels
Spiritual, Moral, Social and Cultural
Development Policy
Revised January 2021



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, Health and Emotional Education (PSHEE) 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 PSHEE 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 well-being 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 PSHEE 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

Commented [VC1]: I think we should think about the Awe and Wonder days we discussed last year and add to the school trips list.

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.

Commented [VC2]: Add a staff meeting – Relaunch

Year 1

- September: Aspiration
- October: Happiness
- November: Co-operation
- December: Joy
- January: Trust
- February: Love
- 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, PSHEE, 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 or Stars. Behaviour not following the 'BJAB Code' is dealt with by using a variety of sanctions as 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.

Commented [VC3]: Should we add a list to the appendix?

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 PSHEE

BJAB provides the children with a clear and progressive PSHEE curriculum. We have divided PSHE into 3 Core Themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within each strand there are age appropriate topics. One topic per half term is taught to each year, including RSE, which is taught to Years 2, 5, 6, 7 and 8. Each topic consists of three formal lessons.

Understanding the importance of ensuring a safe teaching and learning environment each class establishes ground rules for PSHEE 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. This enables 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 Reception to Year 8. 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 the Head Pupil.

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.

Commented [VC4]: This needs a relaunch and better organisation next year.

5.4 House system

There are four houses at BJAB: Montgomery, Schuman, Hergé and Baudouin. Each house is headed by a one House Captains from Year 8 and a Deputy House Captain in Year 4. Children are invited to apply for the role in writing during the Summer Term.

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.

Commented [VC5]: We need to add a shared House reading session to the calendar

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 Friends of BJAB and family events

The school has an active and supportive committee called 'Friends of BJAB' 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 January 2021
Sarah White, Headteacher	
To be reviewed:	January 2022

Appendix A

BJAB Long Term Overview of PSHEE

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments</p>	<p>Who is special to us?</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p>	<p>What can we do with money?</p> <p>Money; making choices; needs and wants</p>	<p>What helps us stay healthy?</p> <p>Being healthy; hygiene; medicines; people who help us with health</p>	<p>Who helps to keep us safe?</p> <p>Keeping safe; people who help us</p>	<p>How can we look after each other and the world?</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p>
Year 2	<p>What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others</p>	<p>What is the same and different about us?</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p>	<p>What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules</p>	<p>What jobs do people do?</p> <p>People and jobs; money; role of the internet</p>	<p>What helps us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping</p>	<p>How do we recognise our feelings?</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p>

Year 3	<p>Friendships:</p> <p>Making and maintaining healthy friendships; Similarities and differences</p>	<p>Emotional wellbeing:</p> <p>Expressing and managing every day feelings; Seeking support for self or others</p>	<p>Economic wellbeing:</p> <p>Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe</p>	<p>Staying safe:</p> <p>Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe</p>	<p>Physical health:</p> <p>Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety</p>	<p>Shared responsibilities:</p> <p>Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;</p>
Year 4	<p>Friendships:</p> <p>Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others</p>	<p>Communities:</p> <p>What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice</p>	<p>Economic wellbeing:</p> <p>Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others</p>	<p>Families:</p> <p>Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for</p>	<p>Mental wellbeing:</p> <p>Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others</p>	<p>Staying healthy:</p> <p>Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help</p>
Year 5	<p>Respect and bullying:</p> <p>Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get</p>	<p>Growing and changing:</p> <p>Growing up; Puberty, including periods and wet dreams; Sleep</p>	<p>Staying safe:</p> <p>Privacy and personal boundaries; Acceptable and unacceptable contact;</p>	<p>Careers:</p> <p>Career types; challenging career stereotypes; Enterprise project</p>	<p>Substances:</p> <p>Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p>	<p>Keeping active:</p> <p>Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p>

	help; Discrimination		Permission-seeking and giving; Personal safety, including FGM	– <i>CROSS-YEAR, GROUP WITH Y7</i>		
Year 6	<p>Personal Identity:</p> <p>What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks;</p> <p>New opportunities and responsibilities</p>	<p>Puberty and reproduction:</p> <p>Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made</p>	<p>Health and hygiene:</p> <p>Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p>	<p>Managing change:</p> <p>Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p>	<p>Media literacy:</p> <p>How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p>	<p>Friendships and staying safe:</p> <p>Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online</p>
Year 7	<p>Healthy lifestyles:</p> <p>Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p>Relationships:</p> <p>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p>	<p>Economic wellbeing:</p> <p>Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p>	<p>Careers:</p> <p>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>– <i>CROSS-YEAR, GROUP WITH Y5</i></p>	<p>Substances:</p> <p>Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use</p>	<p>Friendships and diversity:</p> <p>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online</p>

Year 8	<p>Careers:</p> <p>Life and career aspirations; Personal strengths and skills for employment; Stereotypes;</p> <p>Routes into careers; Progression routes; Online presence</p>	<p>Relationships:</p> <p>Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.</p>	<p>Friendships and managing influences:</p> <p>Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use</p>	<p>First aid and keeping safe:</p> <p>First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Mental health and wellbeing:</p> <p>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>Moving forward:</p> <p>Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p>
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