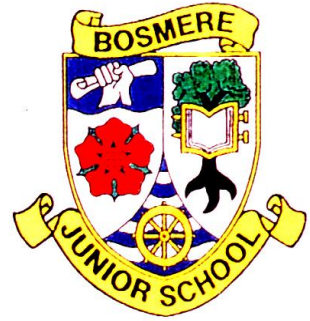


**Bosmere Junior School**  
**South Street**  
**Havant**



# **Policy for Spiritual, Moral, Social and Cultural (SMSC) Development**

Date:	February 2019
Review Date:	February 2022
Responsibility:	SMSC Manager
STATUTORY	No
Checked against Equality Policy	✓

SMSC Manager:	Date:
SMSC Governor:	Date:
Headteacher:	Date:

Governor Monitoring:		
Activity:	Carried out by:	Date:

# Policy for the promotion of Spiritual, Moral, Social and Cultural Development

## **Description of the setting:**

Bosmere Junior School is situated in central Havant. The school is a large community junior school with up to 360 children on roll between the ages of 7 – 11 (Years 3 – 6.) Most of the pupils come from the feeder Key Stage 1 school, Fairfield. Following Bosmere, most pupils move on to Warblington secondary school. The pupils come from the full range of socio/economic backgrounds with an increasing number of families with poor social capital and significant emotional and/or behaviour problems. The level of turbulence is low, but steady. The Governing body is active, fulfilling its role as a critical friend to the school whilst being very supportive.

## **How the policy was formulated:**

This policy was developed by the SMSC, RE and PSHE leaders to give the whole school a picture of SMSC and its associated elements.

## **National Guidance:**

This policy was drawn up using a range of national and local documents including: The Hampshire School self-evaluation tool for the promotion of SMSC development. (Hampshire County Council, 2012). Ofsted framework (Ofsted, January 2012) and [www.doingsmsc.org.uk](http://www.doingsmsc.org.uk) (updated 14 October 2014).

## **Definitions and terminology:**

SMSC (Spiritual, Moral, Social and Cultural development).

### Spiritual development:

Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;  
Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible use of imagination and creativity in their learning;  
A willingness to reflect on experiences.

### Moral development:

Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;  
Understanding of the consequences of their actions;  
An interest in investigating and offering reasoned views about moral and ethical issues.

### Social development:

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 social settings, co-operating well with others and being able to resolve conflicts effectively;  
Interest in and understanding of, the way communities and societies function at a variety of levels.

### Cultural development:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;  
Willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;  
Interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

**Where and to whom the policy applies:**

The SMSC Policy applies to all staff, pupils, parents and carers, governors and any other partner agencies at Bosmere Junior School. This policy is applicable for any provision to pupils within the school curriculum, on external visits and extra-curricular clubs.

**Organisation of the promotion of SMSC development in every aspect of the curriculum:**

The responsibility for promoting SMSC at Bosmere Junior School rests primarily with the SMSC manager, but in conjunction with the RE and PSHE subject leaders.

**Staff support and training:**

Raising awareness of SMSC is provided by the senior management team, through whole school assemblies and within staff and governor meetings. In addition, information is publicised on the Bosmere Junior School website. Staff are supported in their planning and promotion of SMSC by the subject leaders and SMSC manager.

**Visions, aims and objectives of the policy:**Our core purpose:

We enable our young learners to develop the skills, confidence and attitudes to continually adapt, contribute and create in a changing world. We endeavour to ensure that our children are fulfilled, happy and able to build positive relationships now and in the future.

Our vision for the future:

Our children are competent learners who will become: critical, creative, evaluative thinkers and emotionally literate young adults, who have self-awareness and empathy for others. They have the social skills to work collaboratively, as well as the confidence to make decisions and the resilience to face challenges and overcome mistakes. Children are inquisitive about their learning and the world around them. The curriculum is exciting, varied and makes meaningful links across different subject areas. Parents and carers are fully involved in the life of the school and we go beyond statutory requirements to equip children with the key skills for the 21st century. Our children are strongly encouraged to question more deeply, reflect and examine their own actions and behaviour, making changes for the better. Our children are active citizens with a good understanding of rights, respect and responsibilities, which enables them to have an impact within the school, local and global communities. They are also able to make informed choices enabling them to lead an active healthy lifestyle. We utilise the school grounds as much as possible as a powerful learning resource and to develop a sense of awe and wonder of the natural world. Through links with other schools and communities, the children have an increased awareness of diversity and are better able to celebrate and accept differences. Overall children's achievements, progress, skills and talents both in and out of school are known and celebrated.

**Assessment, monitoring, evaluation and reviewing in relation to the promotion of SMSC development:**

Assessment follows the school's Assessment Policy. However, as part of the curriculum, teaching staff carry out informal assessments as part of the units of work against the learning outcomes. The programmes of study are reviewed by the SMSC subject leader with teaching staff on a regular basis. Monitoring is carried out by the Headteacher, Deputy and SMSC/PSHE subject leaders in line with the school's policy on monitoring.

**The needs of pupils:**

The wider pastoral needs of pupils are met with structures such as Playground Buddies, a very active School Council, Year 6 School Prefects, ELSA and Home School Link Worker support, individual SEN interventions and SEN Pupil Profiles.

**Referral and external support:**

Bosmere Junior School accesses the external support of many agencies including PBS, CAMHS, SDAS, Solent NHS Trust (SALT, OT etc.) and the EP service. We encourage visitors into the classroom and school assemblies because we see the positive effect that this can support the curriculum as well as developing and promoting SMSC in the school. Visitors can make a positive contribution to SMSC education when working alongside the teacher. Their visit is always part of a planned programme with clear aims and objectives. Teachers are expected to be present during class sessions. The school office has guidelines for all visitors working in school. There are a range of people in the wider community who are able to support and promote SMSC: Police, Fire officers, Childline, Health Visitors, health related organisations, LEA staff, youth workers, town officials, athletes, religious or spiritual leaders etc.

**Involvement of parents and carers:**

Information on SMSC is shared on the Bosmere Junior School website and within newsletters. Parents and carers are always made to feel welcome to the school which is well respected for its open-door ethos. Parents and carers are encouraged to make appointments to see teachers before and after school and are able to speak to members of staff during the day on the telephone or via email if this is more convenient. In addition, the head teacher and deputy are present on the playground at the beginning and end of every day to speak to children and parents. The Home School Link Worker is also present at the main school door every morning to welcome children and adults.

**Confidentiality:**

All members of staff should be aware of the procedures set out in the Department's Child Protection circular 10/95 – 'Protecting Children from Abuse: The Role of the Education Service'. All members of staff should be aware of the schools confidentiality policy.

**Linked policies:**

RE Policy	Child Protection Policy
PSHE Policy	Confidentiality Policy
Sex relationships Education Policy	Equality Policy
Special Educational Needs Policy	Home School Agreement
Behaviour Policy	Educational Visits Policy
Anti-Bullying Policy	Assessment Policy

**Dissemination of the policy:**

The SMSC policy will be available in the Bosmere Junior School policy file. All staff have been made aware of this within staff meetings. Parents are able to refer to the website for further information.