



Kilburn Junior School

SMSC Policy



SPRING 2023



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March 2023

At Kilburn Junior School, Spiritual, Moral, Social and Cultural learning is taught through our whole school curriculum. It helps our pupils to develop a deeper knowledge and understanding of our ever-changing world. Learning about the beliefs, cultures, difficulties and needs of others is supported through our Embark core themes. This helps everyone to develop a greater consideration, care and empathy for the world around us.

A strong sense of community and our place in the wider world is central to our ethos and this ensures our pupils are equipped with the skills and knowledge to live happy, fulfilling and responsible lives.

Our aims are:

- To deliver a curriculum that is accessible to all.
- To provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse yet inclusive society.
- For our pupils to have high aspirations, a belief in themselves and for them to develop the resilience they need to overcome challenges they, their families and communities may face in the future.
- To provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to prepare and create a happy and successful adult life.
- For pupils to develop the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- For our school community to uphold positive values, morals and beliefs which align with the core British Values of democracy; the rule of law; individual liberty; mutual respect and tolerance for those with different faiths and beliefs, in order to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Delivery of SMSC

We work with children in both discrete SMSC lessons as well as underpin this values-based approach with our Global Citizenship approach to the curriculum. RE and RHSE are valuable components of our teaching and learning. Biological aspects of RHSE are taught within the Science curriculum.

At Kilburn Junior School, our whole school approach to the development of personal character traits is called: 'You 22'. These attributes form the basis of our holistic development of children which is reflected in our school rewards system and Friday achievement assemblies.

British Values

In accordance with The Department for Education, we aim to actively promote British values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. We recognise that these values are widely held by countries across the world. We ensure that partisan political and religious views are not promoted in the teaching of any subject in the school and where political/religious issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views.

(See Appendix 1 for further detail of how we promote British Values across our curriculum.)

Teaching and Learning

We use an effective range of teaching and learning strategies with an emphasis on active learning by including the pupils in discussions, investigations and problem-solving activities. Tasks are designed to reflect the age of the pupils and ensure a whole school approach to the subject:

- There are specific curriculum sessions, in order to develop themes and share ideas. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, co-operation, fairness, sharing and negotiation.
- Sessions may be targeted following our recognition of the three core themes identified by the PSHE Association and our related Progression Guidance (Appendices 2(i) and 2(ii)).
- Through discussion pupils are also encouraged to participate in and resolve conflicts or set agreed classroom rules or behaviour.
- We encourage the pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. Recent activities planned in response to supporting members of our own community and raising funds for their charities and also supporting world-wide through our fundraising for Aquabox and Turkey/Syria appeal.
- We give pupils the opportunity to hear visiting speakers, such as NSPCC, the Emergency Services, and representatives from the local church, whom we visit or invite into the school to talk about their role in creating a positive and supportive community.
- Throughout our Global Citizenship curriculum, pupils have opportunities to explore issues connected with living in a multi-cultural society.
- Opportunities are found by working together in pairs or small groups within other curriculum areas e.g. links with drama and role-play; debate and discussion in English;

improving health in PE; environmental, health and drug issues in RHSE and Science; online safety and relationships in Computing and beliefs, values and practices in RE.

- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research, specific adults e.g. police service, fire service etc. This encourages pupils to develop their learning to enquiring skills and assists in equipping them for adult life.
- Through Trailblazer sessions and our 'You 22' values and support for our pupils to work towards our Embark Award and the 4 core values: Family, Integrity, Teamwork and Success.
- Our Nurture Programme provides support for pupils at key points of transition and helps build routines and relationships between staff and pupils.
- Through the weekly Achievement Assembly, where personal successes are rewarded and our Pupil of the Term Celebration Assembly where children reflect on and share their experiences of the term.
- Developing the responsibilities of our pupils through the role of mini-leaders, reading buddies, breakfast monitors and through the planning of events such as the Summer Fair or fundraisers within the community.
- Providing support to both families and pupils through Early Help.

Inclusion

Through our teaching, we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge all of our pupils to think for themselves and make responsible decisions, and for our most able pupils, to formulate personal views based on evidence they research and discuss. A range of resources are continually being collected to assist with supporting and enhancing learning (see Appendix 2) .

We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Monitoring

The delivery of SMSC will be monitored by the SMSC coordinator through:

The monitoring of resources, completed written work, planning scrutinies, learning walks, etc. The views of the pupils and teachers who deliver the sessions, will be used to make changes and improvements on an ongoing basis.

Pupils' development is monitored by class teachers and teaching assistants as part of our internal assessment systems.

This policy will be reviewed by the headteacher bi-annually. At every review, the policy will be approved by the governing body.

Links with other policies

- Kilburn Junior School Anti Bullying Policy Nov 2022
- Kilburn Junior School Behaviour Policy Nov 2022
- EMBARK Federation Child Protection and Safeguarding Policy 2022-23
- Relationships, Health and Sex Education (RHSE) Policy March 2023
- SMSC Inspire Curriculum Document April 2023
- RE Inspire Curriculum Document March 2023
- Kilburn Junior School Pupil Guide to Keeping Ourselves and Others Safe

Appendix 1: Promoting British Values at Kilburn Junior School

Value	How we promote it
<p>Democracy</p> <p>Links to EMBARK Core Values:</p> <ul style="list-style-type: none"> • Integrity • Teamwork <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<p>Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the rights of others.</p> <p>Pupils are consulted through Pupil Voice Surveys, Internet Surveys, given choices eg New Timber Trail</p> <p>We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils (links to You 22).</p> <p>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights every individual to have their opinions and voices heard</p> <p>Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services.</p> <p>We encourage pupils to volunteer for sports events, assemblies and supporting others. This includes things like raising money for local and national charities.</p> <p>The beginnings of democracy are taught through historical concepts and research; through the impact of individuals on the modern world and through discussion of topical political issues.</p> <p>Adults model how perceived injustice can be peacefully challenged and reflect on choices made.</p> <p>Parents' opinions are welcomed through methods such as questionnaires, surveys at parent's evenings and open afternoons or events.</p>
<p>Rule of law</p> <p>Links to EMBARK Core Values:</p> <ul style="list-style-type: none"> • Family • Integrity <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them</p>	<p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as weekly Headteacher's Awards and Class Dojo System. There are consequences for deviating from expected levels of personal/social responsibility.</p> <p>Through our school assemblies and SMSC formal and informal curriculum, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</p> <p>Through Trailblazer, the importance of following rules to keep themselves, their peers and the adults around them, safe, when working with tools. Importance of working collectively and responsibly with others.</p>

	<p>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</p> <p>Children are taught about ways to seek advice and support when they have concerns or feel unsafe; who to speak to in school, through contact via Safeguarding page on website or via National support agencies.</p> <p>Visits from authorities fire service and NSPCC.</p> <p>Water safety sessions. Bikeability lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules.</p>
<p>Individual liberty</p> <p>Links to EMBARK Core Values:</p> <ul style="list-style-type: none"> ● Family ● Integrity ● Teamwork <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights</p>	<p>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</p> <p>Through our (Pupil) Kilburn Junior School Guide to Keeping Ourselves and Others Safe. A strong anti-bullying culture is implemented, and children are taught how to recognize signs of bullying and how to report it.</p> <p>Through specific SMSC sessions, children are taught about personal responsibility, choices, ambition and aspiration.</p> <p>They are encouraged to take opportunities to follow their interests in art, music, sport etc. and join clubs or take lessons to develop their skills.</p> <p>Increased opportunities for pupil premium groups across the school.</p> <p>Children are taught how to keep themselves safe, including online. This is done through SMSC, computing lessons, anti-bullying sessions and assemblies.</p> <p>Encourage freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and challenging stereotypes.</p> <p>Children in are given key roles and responsibilities such as mini-leaders and Reading Buddies,</p> <p>Through opportunities such as our extra-curricular and lunch time clubs.</p> <p>Through school trips and residential, pupils are given the freedom to make safe choices and participate in activities that they may not have the experience of previously.</p>
<p>Mutual Respect</p> <p>Links to EMBARK Core Values:</p> <ul style="list-style-type: none"> ● Family ● Integrity ● Teamwork <p>UN CRC Article 2: The Convention applies to</p>	<p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.</p> <p>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</p> <p>Through our school's values and general curriculum, and 'You 22' children are taught to respect each other, to be cooperative and</p>

<p>everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority</p>	<p>collaborative, be supportive and to look for similarities while being understanding of differences.</p> <p>Mutual respect is also promoted through the sharing of ideas and discussion in class sessions.</p> <p>Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.</p> <p>Explore positive role models (where possible) through our topics who reflect the protected characteristics of the 2010 Equality Act.</p> <p>Challenge prejudicial or discriminatory behaviour.</p> <p>Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs. Organise visits to places of worship and/or have visitors into school.</p> <p>Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.</p> <p>Children in are given key roles and responsibilities such as mini-leaders and Reading Buddies.</p> <p>Taking care of our school environment through Litter picking and relating this to issues in the wider world.</p> <p>Linking respecting the environment to Global Citizenship themes.</p>
<p>Tolerance of different cultures and religions</p> <p>Links to EMBARK Core Values:</p> <ul style="list-style-type: none"> • Family • Integrity • Success <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters</p>	<p>We are proud to promote and celebrate our different backgrounds and beliefs. Tolerance and mutual respect are at the heart of our aims, ethos and R.E curriculum.</p> <p>Pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.</p> <p>High expectations about pupil conduct are reflected in our Behaviour Policy and Pupil Code of Conduct.</p> <p>Children learn about different religions, their beliefs, places of worship and festivals through our RE curriculum.</p> <p>Children have opportunities to visit places of worship, supplemented by visitors in school and whole-school assemblies.</p> <p>Through RE, and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world.</p>

Appendix 2 (i): Promoting SMSC at Kilburn Junior School

Statutory Guidance for the teaching of RHSE is mapped onto the school's long-term plan for Years A and B. Key skills and outcomes for each year group are clearly identified within our curriculum document for SMSC providing a rich curriculum to develop children's knowledge, skills and attributes where prior learning is revisited, reinforced and developed year on year.

An additional suggested resource to support and supplement the planning and delivery of discrete sessions, is coverage through the PHSE Association programme's three core themes and supporting materials.

Core Theme	Pupils Learn:
Health & Wellbeing	<ul style="list-style-type: none">• Healthy Lifestyles• Mental Health• Ourselves growing and changing• Keeping Safe (inc online safety)• Drugs, alcohol and tobacco
Relationships	<ul style="list-style-type: none">• Families and Positive relationships• Friendships• Managing hurtful relationships & bullying• Safe relationships (inc online safety)• Respecting self and others
Living in the Wider World	<ul style="list-style-type: none">• Shared responsibilities• Communities<ul style="list-style-type: none">• Media literacy & digital resistance (inc online safety)• Economic wellbeing (money)• Economic wellbeing (aspirations and career)

Lesson packs to support the delivery of the curriculum are also available through Twinkl Life PHSE and Citizenship Scheme of work (matched to the PHSE Association's core themes) and have clearly sequenced lessons that can be adapted to meet the needs of our pupils.

Procedural Knowledge Progression Guidance is attached as Appendix 2 (ii)

Appendix 2(ii): Promoting SMSC at Kilburn Junior School

Procedural Knowledge Progression Guidance

Health and Wellbeing: Developing a healthy and safe lifestyle			
Year 3	Year 4	Year 5	Year 6
<p>Physical health and mental wellbeing Pupils can identify healthy choices and habits.</p> <p>They can begin to recognize and express their emotions.</p> <p>Pupils can identify some of the different ways people express their feelings.</p> <p>Pupils begin to understand the risks of sun exposure.</p> <p>Keeping safe Pupils will discuss, predict, assess and manage risk in everyday situations.</p> <p>They will recognise safety issues in the local environment and unfamiliar places (road, rail, water and fireworks).</p> <p>Growing and changing Pupils can recognise that all individuals have valuable contributions to make.</p> <p>They will identify personal strengths and achievements.</p> <p>They will understand the basic strategies for managing setbacks and develop their understanding of resilience.</p>	<p>Physical health and mental wellbeing Pupils can discuss the importance of maintaining a healthy lifestyle; including diet, oral hygiene and dental care.</p> <p>Pupils begin to understand the risks of sun exposure and their personal responsibility to keep healthy.</p> <p>Keeping safe Pupils will identify some of the risks associated with medicines and household products.</p> <p>They can explain how medicines can contribute to health and how allergies can be managed.</p> <p>Pupils will become aware of ways they display their emotions and think of ways they can boost their mental wellbeing eg, exercise, being outdoors.</p> <p>Growing and changing Pupils can discuss their identity and what contributes to it, Eg. race, gender, family, faith, culture, hobbies, personal qualities, likes and dislikes.</p> <p>Pupils will begin to develop an understanding about physical and emotional changes during puberty.</p>	<p>Physical health and mental wellbeing Pupils will understand how sleep contributes to a healthy lifestyle (healthy sleep habits).</p> <p>They can explain how medicines can contribute to health and how allergies can be managed.</p> <p>They can discuss the impact of vaccines and immunisations.</p> <p>Keeping safe Pupils will understand the importance of keeping safe in different situations, including responding in emergencies and first aid</p> <p>Growing and changing Pupils will develop their understanding of personal identity; recognising individuality and qualities they/others may have.</p> <p>Pupils will develop an understanding about physical and emotional changes during puberty and where to get support,</p> <p>They will recognise the importance of personal hygiene.</p>	<p>Physical health and mental wellbeing Pupils will discuss what affects mental health and ways to take care of it.</p> <p>Pupils will know how to access confidential support.</p> <p>They can recognise changes that may occur in life, including death and how feelings of loss or grief can be expressed.</p> <p>Pupils will develop strategies to manage time spent online.</p> <p>Keeping safe Pupils will understand how to keep and protect personal information online; regulations and choices.</p> <p>They will understand facts about drug use and the law/the media.</p> <p>Growing and changing Pupils will identify changes as they grow up e.g. increasing independence (what it may look and feel like). They will develop practical strategies to help them manage times of change and transition.</p> <p>Pupils will know the facts about human reproduction and birth.</p>

Relationships: Developing good relationships and respecting the differences between people

Year 3	Year 4	Year 5	Year 6
<p>Respecting ourselves and others</p> <p>Pupils can explain how their actions have consequences for themselves and others.</p> <p>Pupils identify and display respectful behaviour in different situations e.g. outside of school and online.</p> <p>Children recognise ways in which respect and courtesy in different cultures and the wider world.</p> <p>Pupils understand the importance of self-respect and their rights to be treated equally.</p> <p>Families and friendship</p> <p>Pupils understand what makes a family and the features of family life.</p> <p>Safe relationships</p> <p>Pupils can use strategies to keep themselves safe online.</p> <p>Pupils can communicate the impact of hurtful behaviour and the effects and consequences of bullying.</p>	<p>Respecting ourselves and others</p> <p>Pupils can recognise difference between people e.g. gender, faith and race.</p> <p>They can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Pupils can identify commonalities, e.g. do they share the same values, likes, dislikes and aspirations?</p> <p>Children can respect and discuss differences sensitively.</p> <p>Families and Friendship</p> <p>Pupils understand the strategies to build positive relationships, online and offline.</p> <p>Safe relationships</p> <p>Pupils will understand how to respond to hurtful behaviour and seek support.</p> <p>Pupils will identify risks online and know how to keep personal data safe.</p>	<p>Respecting ourselves and others</p> <p>Pupils can share their opinions on the importance of being treated equally.</p> <p>They will be able to recognise discrimination and identify the different types e.g. racism, sexism, gender</p> <p>Families and friendship</p> <p>Pupils will be able to recognise and identify what makes a positive relationship.</p> <p>They will develop strategies to manage friendships, including peer pressure.</p> <p>Safe relationships</p> <p>Pupils will be able to respond to, or challenge friendships that make them feel unsafe.</p> <p>Pupils will be able to identify different situations where physical contact is acceptable, unacceptable,</p> <p>They will know who to tell and where to go if they feel unsafe.</p>	<p>Respecting ourselves and others</p> <p>Pupils can share their opinions about the link between values and their behaviour and how to be a positive role model for others,</p> <p>Children will respect and understand how to listen to differing points of view,</p> <p>Topical and challenging issues will be discussed sensitively.</p> <p>Families and friendship</p> <p>Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others.</p> <p>Pupils will understand what it means to be attracted to others and the different kinds of loving relationships.</p> <p>Safe relationships</p> <p>They can recognise and manage peer pressure assertively and understand consent in different situations.</p>

Living in the wider world and being a responsible person

Year 3	Year 4	Year 5	Year 6
<p>Belonging to a community</p> <p>Pupils value the importance of rules and laws.</p> <p>They understand their rights, freedoms and responsibilities.</p> <p>Media literacy and Digital resilience</p> <p>Pupils will understand how the internet is used and the importance of reporting something seen or experienced online that concerns them.</p> <p>Money and work</p> <p>Pupils will understand how to set personal aims that they would like to achieve.</p> <p>Pupils understand there are a wide range of jobs and challenge gender stereotypes about careers. They will recognise that different jobs have different skills.</p>	<p>Belonging to a community</p> <p>Pupils can explain the meaning and benefits of living in a community.</p> <p>They can share their ideas about different groups that make up a community.</p> <p>They can understand compassion towards others in need.</p> <p>Media literacy and Digital resilience</p> <p>Pupils will understand how data is shared and used.</p> <p>Money and work</p> <p>They will understand that there are different spending decisions that are made.</p> <p>They will recognise different ways to pay for things.</p> <p>Pupils will understand how to keep money safe.</p>	<p>Belonging to a community</p> <p>Pupils will develop an understanding of how to show compassion for the environment, animals and all other living things.</p> <p>They will begin to understand that economic choices and availability of resources affect individuals, communities and the sustainability of the environment.</p> <p>Media literacy and Digital resilience</p> <p>Pupils will appreciate the need for personal safety and responsibility when using the Internet.</p> <p>Pupils will recognise how different information online is targeted; different media types, their role and impact.</p> <p>They will recognise unsafe and suspicious content online and know how to report this,</p> <p>Money and work</p> <p>Pupils will identify job interests and aspirations, being able to discuss what influences career choices.</p> <p>They will begin to understand the importance of diversity and inclusion and challenge workplace stereotypes,</p>	<p>Belonging to a community</p> <p>Pupils understand the importance of valuing diversity; challenging discrimination and stereotypes.</p> <p>They can discuss and differentiate between prejudice and discrimination.</p> <p>Media literacy and Digital resilience</p> <p>Pupils can discuss the benefits of safe internet use. They will share their opinions on evaluating media sources.</p> <p>Pupils will understand the importance of reporting inappropriate contact or content.</p> <p>Money and work</p> <p>Pupils will understand the role money plays in peoples' lives.</p> <p>They will discuss the impact on a person's emotions of having or not having money and will recognise influences and attitudes to money.</p> <p>Pupils will begin to develop an understanding of financial risks.</p>