



KING HENRY VIII
JUNIOR SCHOOL

King Henry VIII Junior School Spiritual, Moral, Social and Cultural Development Policy

Person Responsible	Chaplain - Sacha Slavic Deputy Head Pastoral - Ms H Shortt
Last Update	November 2022
Next Review	November 2023

1. Other relevant policies and documents

- Assembly Guidelines
- Behaviour and Code of Conduct Policy (published on school website)
- Bereavement Protocol
- SEND Policy (published on school website)
- Peace and Reconciliation statement of values
- British values audit
- Schemes of work for all subjects
- Departmental reviews: self-evaluation

2. Explanation of terms used in the policy

SMSC = Spiritual, Moral, Social and Cultural
ICONS= International Cross of Nails Schools

3. Purpose of the policy

This document outlines the Spiritual, Moral, Social and Cultural (SMSC) policy for King Henry VIII Junior School.

4. Policy statement

Included in King Henry's Junior School aims are to: To be "a caring partnership of young people, their parents and staff. It aims to develop to the full the potential of its students, in order that they may lead rich and responsible lives both as individuals and as members of society." As an ICONS, we are committed to promoting the values of peace and reconciliation.

The school seeks to achieve these aims by creating a safe, healthy environment and:

- the pursuit of excellence in all fields;
- a caring atmosphere where all are of equal worth;
- the enjoyment of study and discovery;
- respect for the opinions, beliefs and needs of others;
- the capacity to think independently;
- the ability to work alone and with others;
- the development of aesthetic awareness;
- a sense of justice and responsibility;
- concern for the world community and for the environment;
- an understanding of the need for a healthy lifestyle;
- the development of personal values;
- an awareness of the spiritual dimension of life;

Through this vision we intend our young people to be equipped to take their place in society as valued, economically viable and responsible citizens. Our pupils will leave our school empowered as independent, co-operative, innovative and motivated young adults with the skills for and love of learning for life.

The importance of pupils' SMSC development is widely recognised and an integral part of the current ISI framework and plays an essential and significant part in pupils' education. Activities within the school are consciously planned to contribute to pupil' SMSC development, such as in assemblies, acts of worship, curriculum programmes and lessons in PSHE. Contributions to the SMSC programme can be found across the entire curriculum, enrichment programme and in co-curricular activities.

5. Spiritual development of pupils

'Spiritual' is not synonymous with 'religious' but the school recognises that some pupils will express their spiritual awareness in religious terms.

King Henry VIII Junior School attempts to foster pupils' spirituality by encouraging the following:

- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives;
- enabling pupils to develop a set of values, principles and beliefs;
- encouraging pupils to explore and develop what animates and inspires them and others;
- encouraging pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight;
- promoting teaching styles which:
 - Value pupils' questions and give them space for their own thoughts, 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;
 - Encourage pupils to consider and respect a diversity of opinions.

6. Moral development of pupils

Moral development is about pupils building a framework of moral values which regulates their personal behaviour, developing an understanding of society's shared and agreed values.

Pupils at King Henry VIII Junior School who are becoming morally aware are likely to be developing some or all of the following characteristics:

- an ability to distinguish right from wrong;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values;
- a respect for others' needs, interests and feelings as well as their own;
- participation in charity fundraising or similar behaviour.

King Henry VIII Junior School encourages pupils' moral behaviour development through the Behaviour Policy and Code of Conduct.

7. Social development of pupils

Social development ensures pupils can adjust appropriately and sensitively to a range of social contexts and experiences.

Our expectation for pupils at King Henry VIII Junior School is that they are able to relate well to their peers and adults. The school will foster pupils' social development by:

- encouraging pupils to work and learn co-operatively;
- encouraging pupils to develop their skills of empathy and tolerance;

- encouraging pupils to recognise and respect differences and similarities;
- providing opportunities for pupils to exercise leadership and responsibility across year groups and the school;
- providing positive and effective links with the world of work and the wider community;
- encouraging inter-generational links and work.

8. Cultural development of pupils

The school will encourage pupils' cultural development by:

- providing opportunities for pupils to explore their own cultural values;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting equality;
- recognising and nurturing particular abilities, gifts and talents;
- providing opportunities for pupils to participate in cultural events;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness and awareness of diversity.

9. Promoting SMSC across the school.

We promote SMSC through:

- assemblies and collective acts of worship;
- the Personal, Social, Health and Citizenship education (PSHE) curriculum;
- RE and PSHE curriculum;
- curricular activities and events;
- maintaining positive relationships with parents / carers and the wider community;
- the learning and teaching environment;
- inclusion;
- displays;
- fundraising for charity;
- community service;
- a wide range of visits and visitors;
- the induction and transition procedures for pupils;
- various aspects of our enrichment and co-curricular programmes.
- promoting the values of peace and reconciliation.

This list is indicative not exhaustive.

10. British Values

In the document "Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014" the DfE states:

"Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would

be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

Through our SMSC Policy, King Henry VIII Junior School will aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs from oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

11. Peace and Reconciliation values

- At King Henry VIII Junior School, we are committed to promoting the values of peace and reconciliation:
- in our own lives, as we seek to be at peace with ourselves.
- in our attitude to others, as we seek to live at peace with our neighbours.
- in our life as a school community, as we seek to resolve conflict and reconcile our differences.
- in our curriculum, as we seek to deepen our awareness and understanding of the world beyond school.
- in our service to the local and national community, as we seek to build links and work in partnership with others.
- in our commitment to social justice and peace, as we seek to eradicate injustice and conflict.
- in our international links, as we seek to promote mutual support and understanding which transcends boundaries of faith, culture, race and gender.

These values are underpinned by our school aim to 'develop to the full, the potential of its students, in order that they may lead rich and responsible lives both as individuals and as members of society', and form part of our mission as an International Cross of Nails School.

In making this commitment, we believe that each of us can play a significant part in bringing peace and reconciliation to our world.

12. Compliance and performance monitoring

The school will review this policy every year and ensure that practice across the school is in line with this policy. Any review will take into account the most up-to-date legislation and SMSC expectations from the DfE.

Rev S Slavic and Ms H Shortt
December 2022