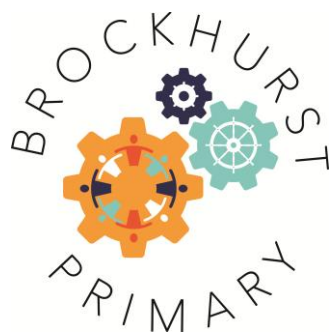




Brockhurst Primary School

Spiritual, Moral, Social and Cultural Policy

Name of Unit/Premises/Centre/School	Brockhurst Primary School
Date of Policy Issue/Review	Summer 2026– Summer 2029
Name of Responsible Manager/Headteacher	Mrs. Shobana Kohli
Signature of Responsible Manager/Headteacher	

At Brockhurst Primary School we recognise that the personal development of children spiritually, morally, socially and culturally (SMSC) plays a significant role in their ability to learn, achieve and be happy individuals. We therefore aim to provide a setting and an education that provides children with opportunities to explore and develop.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Spiritual Development

Pupils' spiritual development is demonstrated by their:

- ability to be reflective about their 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
- willingness to reflect on their experiences.

Moral Development

Pupils' moral development is demonstrated by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about, moral and ethical issues
- ability to accept, respect and appreciate that others may have a different viewpoint

Social Development

Pupils' social development is demonstrated by their:

- 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, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at different levels.

Cultural Development

Pupils' cultural development is demonstrated by their:

- 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.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority of lessons will be delivered through cross-curricular activities as well as specific PSHE and RE activities.

How Brockhurst Primary School makes provision for children's Spiritual, Moral, Social and Cultural Development across the school:

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum	RE curriculum plans using a conceptual enquiry model, include a multi-faith approach based upon the Hampshire Agreed Syllabus for religious education, <i>Living Difference Revised</i> Visiting places of worship and being exposed to people of other faiths and religious beliefs.
Assemblies and Collective Worship	Whole school assemblies including Harvest, Armistice Day, Christian festivals such as Christmas and Easter, Celebration assemblies and festivals from a range of faiths.
Science curriculum and outdoor education	Outdoor learning utilising the school grounds as a learning resource, beach activities and local and residential visits.
Opportunities for quiet reflection	Nurture groups, time to reflect upon learning and experiences linked to the school's Core values of Courage, Ownership, Respect and Excellence.
PSHE curriculum	Learning about and taking part in charity work, discussing feelings, self-worth, mental health and wellbeing as well as what it means to be a global citizen in the wider world.

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Moral Development	
Provision	How it is evidenced
School CORE Behaviour Policy and Code of Conduct	Regular reviews of behaviour, class reward system linked to the school's CORE values, nurture groups, anti-bullying activities, Online Safety teaching, Water safety, Fire safety, quiet reflection time, restorative conferencing with a strong focus on natural, logical and protective consequences, including repair.
Religious Education curriculum	Moral concepts considered and discussed as a whole class.
Pupil Voice	School Council, Brockhurst Ambassadors, CORE value badge recipients, EARA group , My Happy Mind – Happiness Heroes, and pupil surveys
Taking part in Charitable projects	Raising funds for local and national charities (Shoe Box Christmas appeal with the Rotary Club and harvest appeal with the local Helping Hands Charity for the local food bank)
Geography curriculum	Looking after the environment (local and global), rainforest preservation, and anti-pollution.

Social Development	
Provision	How it is evidenced
PSHE Curriculum	Focusing on relationships, those within our families and between friends. How to deal with issues arising from bullying, social media and the news.
CORE Behaviour Policy	Teaching cause and effect and using situations as a learning point.
Working together	Lunchtime assistants, Head boy and girl, music concerts, enterprise projects, Yr 6 Leavers' assembly, aspirations

Pupil Voice	week, enrichment week, Christmas production, Sports Leaders, residential visits in Y5 and 6, educational visits, long stays and activities in school, termly showcases, productions.
The Arts Curriculum	School council, pupil conferencing, pupil surveys Opportunities for individual instrumental lessons, Rocksteady, participating in Dance Live, collaborative artwork and singing concerts in a local nursing home.
PE curriculum	Participation in sporting events and competitions, sports day, Portsmouth in the Community, sports teams, sports coaches at lunchtimes

Cultural Development	
Provision	How it is evidenced
RE curriculum	Multi faith opportunities learning about Islam, Judaism and Christianity, multi faith assemblies.
School Visits	School visits to museums, galleries, theatres, residential trips.
Participation in the Arts	School theatre, opportunities to take part in school productions /performances, Dance Live, Rocksteady, opportunities for individual instrumental lessons.
Arts Curriculum	Learning about Ancient Greek culture, Ancient Egyptian culture, the impact of the Romans, Mayan culture
MFL	Weekly MFL teaching of Spanish.
EAL	Specialist EAL provision celebrating diversity

Developing and Promoting British Values

The Department for Education states that there is a need “to create and enforce a clear and rigorous expectation on all schools to 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.**”

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. The Government emphasizes that schools are required to ensure that key ‘British Values’ are taught in all UK schools.

At Brockhurst Primary School, pupils will encounter these principles throughout everyday school life.

Democracy

Children at Brockhurst Primary School have the opportunity for their voice to be heard through our school council which meets regularly to discuss issues raised within the school. They are elected by their class peers and are involved in making the school a better place to learn. There is an agenda, minutes are taken, officers are elected and issues are discussed with decisions fed back to the rest of the school. The council is able to genuinely effect change within the school and gives our children a better understanding of democracy. They regularly discuss ideas for improving aspects of school life. In addition, parent views are regularly sought via surveys regarding school life.

The Rule of Law

At Brockhurst Primary School we promote the rule of law by:-

- having a clear, consistent CORE behaviour policy (based upon positive recognition) which is consistently applied throughout the school.
- providing opportunities for children to reflect about the natural, logical and protective consequence of positive and negative behaviour.
- road and cycle safety and awareness is taught.
- developing links with our Police Community Support Officer.
- addressing issues of law during whole-school assemblies as and when appropriate.
- encouraging visits from external agencies to talk to the children in school.
- using our CORE values, reward system to acknowledge good behaviour as well as good academic learning.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs and:

- pupils are actively encouraged to make choices at our school, knowing that they are within a safe and supportive environment
- pupils are encouraged to know, understand and exercise their rights and personal

freedoms and are advised how to exercise these safely, for example through our e-Safety and PHSE lessons

- children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning
- home school agreements for all pupils are in place
- pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week

Mutual respect

Mutual respect is at the core of our school life. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are taught to treat each other with respect.

At Brockhurst Primary School, children learn respect through:

- through the school's CORE values
- the promotion of positive relationships.
- the modelling of positive relationships by all adults working in school.
- all aspects of the curriculum, in particular the RE and PSHE curriculum (as successfully working in groups requires respect for each other).
- the work of the school council.
- our celebration assemblies when all pupils show respect for the efforts of others.
- participation in events organised to raise money for various charities which the school supports. e.g. Red Nose Day for Comic Relief etc.
- learning to live with their peers on educational residential visits.

Tolerance of those of different faiths and beliefs

We actively promote diversity with the children at Brockhurst Primary School. Tolerance is promoted in our school through:

- assemblies which are regularly planned to include stories and celebrations from a variety of faiths and cultures. e.g. Diwali.
- our RE, PSHE and MFL curriculum.
- educational visits to places of religious worship.
- members of different faiths or religions are invited to share their knowledge of their culture and beliefs with the children.
- using world events as opportunities to positively reinforce life and culture in other countries (football world cup, the Olympics, etc.).
- the EARA group attending meetings and supporting the EARA lead in assemblies

We believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens.

As well as actively promoting British Values, the opposite applies; we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.