

Spiritual, Moral, Social and Cultural Development and British Values at Brunswick House.



SMSC at Brunswick House: Impact and Evidence

How we encourage children's Spiritual, Moral, Social and Cultural Development.

At Brunswick House we place pupil's Spiritual, Moral, Social and Cultural development at the heart of our work and it underpins all learning, in terms of attitude, social behaviour and personal development as well as academic attainment. Explicit opportunities to develop SMSC are found in our PSHE, Religious Education and Assembly programme, but it is also embedded in all subjects and a very important contribution is made by our school ethos and values, which promote positive relationships throughout the school.

Our approach to SMSC has a profound impact on the quality of our relationships, wellbeing and behaviour, as well as enabling our children to contribute positively to the communities to which they belong, in school and beyond. Our children become more confident, independent and responsible people as well as being motivated learners.

The promotion of British Values (Democracy, Rule of Law, Mutual Respect and Tolerance, and Individual Liberty) sits within this wider framework of SMSC development.

Our school values are Respect, Empathy, Teamwork, Self-Belief and Honesty, and these thread through all aspects of our school community.

How our Curriculum supports children's Spiritual, Moral, Social and Cultural Development.

One of the key drivers of our children's SMSC development is the curriculum that we follow and the way in which we deliver it at Brunswick House. We foster enjoyment and fascination in learning across the curriculum. Here are some examples, which are just the tip of the iceberg!

English: Using core texts which reflect a range of **cultures** in our English lessons across the school.





As well as chances to work in pairs and groups, developing our **social** skills, particularly in drama activities.

English includes opportunities to debate and put forward our own opinions whilst respecting the views of others.

Maths:

Our maths lessons include many opportunities to work with others, learning and exploring mathematical concepts practically. We work with peers to explain our reasoning and justify our ideas.

Computing:

All year groups learn about online safety and how we respect others online just as we do face-to face.



We learn about how to make the right choices online and what to do if we experience cyber-bullying or anything that makes us uncomfortable online.

Computing and technology also enable us to explore people and places around the world that we may not be able to visit, and help us to develop our fascination with our amazing world.

Geography

Geography is a key area for learning about other cultures, but also for exploring a sense of wonder about the world, and our moral responsibilities for looking after it. It gives us chances to investigate and offer reasoned views about ethical issues which affect our world. For example:



Year 2 Africa, comparing life in Kenya and the UK. Learning about the differences and similarities in this vast continent and focussing on life at our link school Chipoka II in Malawi



Year 6 – The Americas – learning about other countries and cultures, and comparing how the perspectives of tourists and residents differ.

Children look at the importance of taking care of our planet. They plan field work units to investigate how sustainable Brunswick House is.

History

Our children show fascination in learning about the past through a range of topics. Throughout KS1 we learn about the past through looking at a range of significant people in history. We have grouped our significant people based on their impact in history such as: Florence Nightingale and Mary Seacole, Rosa



Parks and Emmeline Pankhurst. Throughout KS2, we study a range of topics, we learn about these key events and people from the past and reflect on whether they made the right choices – for example, how the Romans and the Early Islamic Civilisations made an impact on the world and Britain today.

PSHE

PSHE plays a pivotal role in our children's SMSC development.

PSHE also develops skills of reflection, debate and reasoning, and enables children to recognise the difference between right and wrong, and to respect people's differences.

Whole School Celebrations

The whole school enjoys taking part in a wide range of activities to learn about different festivals.

We have experienced Indian dancing, acted out stories and learnt about how different festivals are celebrated.



Our assemblies are carefully planned based on Rights Respecting themes and give us opportunities to reflect, learn about other beliefs and cultures and celebrate our achievements. We have regular visits from the Family Trust (a Christian Charity) as well as our local church and mosque.

We learn about the beliefs represented in our school and local community, including key festivals. We have also have Family Assemblies where classes present to their families.

Democracy and Pupil voice.

House captains and school council reps are democratically elected.

Our Senior Pupil Leadership Team works with the Headteacher to improve our school.

Rights Respecting School Award



We are pleased to have achieved the Gold Level Rights Respecting School Award, from UNICEF.

Our RRSA Ambassadors applied for their role and meet fortnightly.

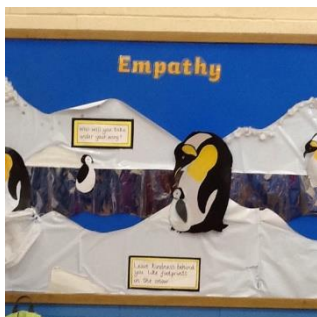
We promote the understanding of children's rights through our displays, assemblies and class charters, as well as making links across the curriculum.

The RRSA steering group help to co-ordinate and organise charity events through the year.

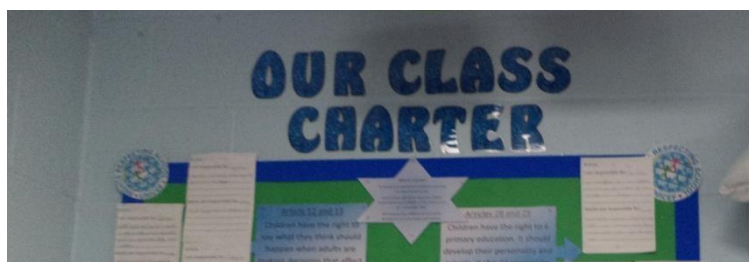
Celebrating our successes.

We are keen to ensure that everyone feels valued at Brunswick House. Inspirational examples of work are displayed on our whole school Maths and English displays.

We celebrate children who demonstrate our school values in our celebration assemblies, alongside Stars of the week and achievements in sport, music and other areas.



Rule of Law

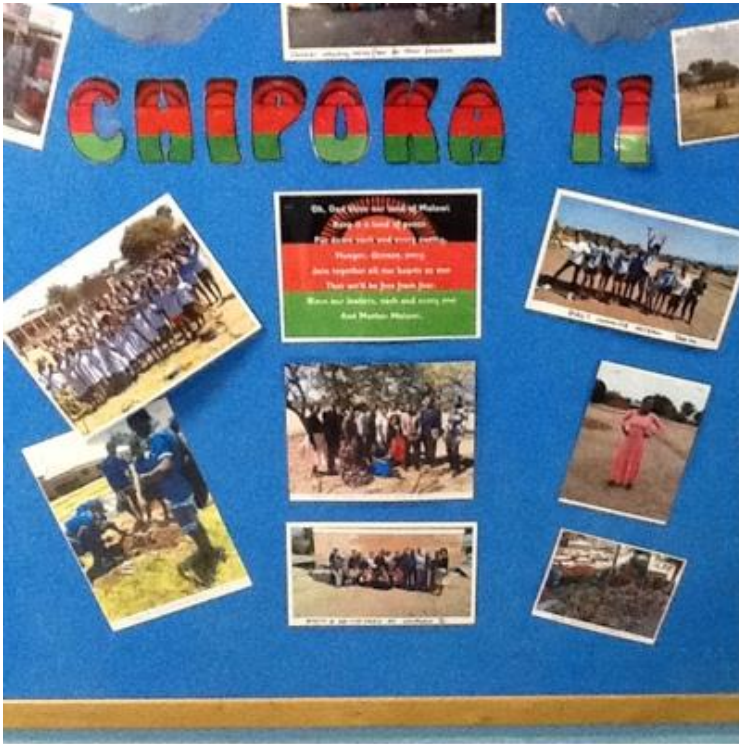


All classes have their own class charters which are agreed on with the children.

Learning about other faiths, cultures and communities



We have a thriving link with Chipoka II School in Malawi, through the charity 'Starfish Malawi'.



Members of our staff team have visited their school in Malawi. Classes at Brunswick and Chipoka learn from and about each other.

Supporting each other at playtimes



Peer mediators are specially trained KS2 children who support their peers to sort out any difficulties or disagreements at playtime, in a non-judgemental way.

Oasis Club provides a calm, nurturing environment at lunchtimes for children who may need opportunities to develop social skills.

We raise money for charities and good causes, both local, national and international.



Spiritual

Pupils are **reflective about beliefs, values** and more profound aspects of human experience, enabling them to develop **curiosity** in their learning, and as **thoughtful, responsible** individuals

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their **interest in & respect** for different people's feelings & 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.

Evidence

- Children across the school are very familiar with our five school values and can articulate what they mean.
- Children nominate others to receive a Values Award each week, with awards in FS/KS1 and KS2 for demonstrating Respect, Self-Belief, Honesty, Teamwork or Empathy.
- RE lessons following the Kent Agreed Syllabus, covering Christianity and major world religions. Interesting and creative activities develop respect for the feelings and values of others. Circle time activities encourage interest and respect for other people's views and feelings. Children are encouraged to give preferences and opinions, with justification and to be respectful of differences.
- Assembly themes are carefully planned, and linked to our school values and the Rights Respecting Schools – United Nation Convention on the Rights of the Child, including a range of opportunities for SMSC development.
- Daily assembly provides a planned opportunity for spiritual development through personal stillness and reflection.
- Reflection time used in assembly.
- Worry boxes available in classrooms (KS2) or Bubble time (KS1) to discuss worries or concerns FLO available for support and discussion time with all who need it.
- Creativity in planning to encourage curiosity and interest in learning.
- Outdoor learning – encourage sense of awe and wonder, including Forest Schools (2 trained members of staff.)
- Drama activities used in English lessons and drama workshops from local drama clubs, for KS1, encouraging imagination and creativity. Peer and self-assessment across the curriculum encourages reflection on work. Cross curricular

Impact

Pupils are reflective about their own and school values, and can explain why these are important.

Children show respect for one another and interest in exploring the values and beliefs of others.

Children become more skilled at taking part in private reflection.

Children able to deal with negative feelings and are well supported in difficult times.

Children use imagination and creativity in their learning. They show fascination in their learning and experience and express awe and wonder.

<p>topics engage children and stimulate learning.</p> <ul style="list-style-type: none"> • Questionnaires to children show evidence of interest and enjoyment in learning across the subject areas • Home learning projects set in various year groups to encourage interest in the world around us and element of choice in ‘home learning banks’ gives opportunities to further explore things which interest them. • Fascination in learning about other cultures, eg link with Malawian school. • EYFS draw on children’s interests to inform their planning. • Investigation is encouraged: children explore answers for themselves and verbalise what they have found out. High level questioning to encourage curiosity and reflection. • Marking, feedback and use of peer and selfassessment encourages reflection on learning. • Teachers able to react to situations and encourage reflection. • Focus on making the right choices in behaviour, learning and play, and encouraging respect for other people’s feelings, reflecting on choices made. • Use of role play techniques to encourage consideration of other points of view, eg hot seating, conscience alley, in subjects including English, RE, History, PSHE. • EYFS display celebrates and values children’s achievements at home. • Achievements valued across the school through displays such as the WAGOLL (What a good one looks like) display boards, Values winners. • Weekly celebration assembly celebrates achievements in a range of areas, both curricular and extra-curricular. • Show and tell/Teacher of the Week/ Share Chair: opportunities for children to talk to others about what is important to them. • Art gallery display celebrates creativity. • Star reader awards. 	<p>Children are able to reflect on their feelings and achievements and show the will to achieve.</p> <p>Children are empathetic, considerate and concerned about each other’s welfare.</p> <p>Children grow in sense of selfworth and self-confidence, taking pride in their achievements.</p>
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Moral

<p>Pupils develop and apply an understanding of right and wrong in their school life and life outside school</p> <p>Pupils’ moral development is shown by their:</p> <ul style="list-style-type: none"> - 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 - interest in investigating, and offering reasoned views about, moral and ethical issues.
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Evidence	Impact
<ul style="list-style-type: none"> • We foster a positive school ethos where staff and pupils care for one another and display respect for others. Adults model this for children in how we speak and relate to others. • Values Awards presented weekly in our celebration assembly; promoting and celebrating our school values. • All adults in school model our values of respect, self-belief, honesty, empathy and teamwork. • Good behaviour is praised and celebrated. School wide behaviour chart system gives children responsibility for their own behaviour choices, rewarding positive behaviour as well as sanctioning poor behaviour. Children can explain how their in-class system works and can suggest how they can 'make better choices' in their behaviour when necessary. Foundation Stage use 'thinking time' to develop understanding of consequence of poor behaviour. • Excellent links with parents to support resolving behaviour issues – letters are sent home to parents as well as discussion between teacher and parents. • A Class Charter based on the Rights Respecting Schools ethos is agreed and shared in each class at the start of the year and displayed prominently. • Foundation Stage write and share 'high five' rules for behaviour. Peer mediators scheme promotes understanding of the consequences of actions in playground disagreements. • Clear playground rules understood by children, who can explain why the rules are in place (to keep us safe and happy.) FLO and counselling used to support moral development, understanding of consequences and ability to make the right choices. • Mental Health First Aiders. 	<p>Children demonstrate good relationships and respect for others.</p> <p>The children recognise right and wrong and apply this understanding.</p> <p>They are able to say whether something is fair or unfair.</p>
<ul style="list-style-type: none"> • Children are encouraged to take responsibility, for example by looking after the environment or showing respect for property. 	

<ul style="list-style-type: none"> • Our work with the Rights Respecting School Award promotes understanding of rights and how we respect other people's rights. • PSHE curriculum supports investigating and discussing moral and ethical issues, across Year 1- 6. • PSHE discussions and Assemblies about moral themes eg Martin Luther King. Geography in KS2—debating the consequences of tourism. Key Stage 2 discussion and debates across the curriculum, eg global poverty discussion. Discussion of moral and ethical issues as part of work in English, for example commenting on and discussing characters' behaviour in fiction. 	<p>Children are aware that all people have rights, but that we must ensure our actions respect other people's rights.</p> <p>Children understand that there are issues where there can be disagreement, and they are able to express their own views and values.</p>
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Social

<p>Pupils take part in a range of activities requiring social skills, including volunteering; develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability; gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education; develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain</p>
<p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> - 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 - interest in, and understanding of, the way communities and societies function at a variety of levels.

Evidence	Impact
<ul style="list-style-type: none"> • In our school we help pupils develop personal qualities such as honesty, respect for difference, independence, co-operation, respect for others and self-respect. • We foster a sense of community with shared values, encouraging children to recognise and respect social differences and similarities. • Frequent opportunities to work with others in a variety of pairings and groupings, in class, across year groups and Key Stages. Pupils are encouraged to work cooperatively, for example in productions, residential and group activities. • A range of after school clubs including Dance, Musical Theatre, Sport and Art clubs. • Oasis clubs at lunchtimes – a calm environment to support those who need extra help developing social skills. • Lego Therapy intervention run to develop social skills and turn taking. • ‘Dandelion Time’ project days at a local charity to support children with social and emotional needs. • Charities supported through a wide range of activities, for example Children in Need, NSPCC. • Harvest Festival –donations collected and shared with local community, celebrated in a harvest assembly. • A buddy system for new children and staff. 	<p>Our children are developing their social qualities and interpersonal skills and enjoy successful relationships.</p> <p>Children who find social interactions more challenging are well supported and make good progress in their social skills.</p> <p>Children make a positive contribution to our school, local and wider communities.</p> <p>All members of the school are supported through transitions successfully.</p>

<p>Peer mediators in KS2 trained to enable children to resolve playground conflicts effectively.</p> <ul style="list-style-type: none"> • Playground buddies in KS1 and 2 to support children who are lonely at playtime. • PSHE curriculum develops awareness of and respect for diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability. • Links made with children and staff in our Link school in Malawi – letters and gifts sent when teachers visit. • Reading books reflect a range of cultures and backgrounds. • Annual sports morning encourages team work as points are scored for house teams. • Singing and musical projects enable children to work with other schools. Collaborative projects, for example designing and contributing to the creation of sensory garden. • Parents invited in to talk about their home life, religion or culture. • Language of the month helps children celebrate the different home-languages in our community. • Housepoint system encourages teamwork. • School council representatives from each class meet regularly with staff representatives and report back to their class. • Rights Respecting School Ambassadors work with their year groups to promote respect for our rights within school and the rights of children in the wider world. • Sports Ambassadors take on responsibilities to organise sporting events throughout the year • SPLT • RRSA promote charity events during the year. • Digital leaders from across the school, trained to support other children and staff with ICT programs. • Elections held to vote for school council representatives and house captains. 	<p>Pupils can work well together and resolve minor conflicts.</p> <p>Children enjoy good relationships with people of different backgrounds to their own. Children can work as part of a team towards a shared goal.</p> <p>Pupils participate fully in the life of the school and make decisions in its future.</p> <p>Children have the confidence to fulfil a variety of roles, including leadership.</p> <p>Children understand democratic processes such as secret ballots.</p> <p>Children can speak clearly and with confidence in different situations.</p>
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<ul style="list-style-type: none"> • Talk partners/trios used to develop speaking and listening skills and support EAL children. 	
<ul style="list-style-type: none"> • Circle time 	
<ul style="list-style-type: none"> • Key Stage assemblies used to promote learning about social skills, eg anti-bullying. 	

Cultural

Pupils respond positively to a range of artistic, sporting and other cultural opportunities; understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life; develop an appreciation of theatre, music, art and literature

Pupils' cultural development is shown 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.

Evidence	Impact
<ul style="list-style-type: none"> • All children are encouraged to engage with and contribute to cultural activities through a wide range of opportunities including dance, drama, theatre workshops, visits to theatre performances, music events, a focus on 'The Arts' and many other opportunities. We recognise and nurture particular gifts and talents in these areas. • Annual Arts week which culminates in a performance to parents. • Our school has a strong link with Maidstone Museum and Maidstone library and we use these for regular visits for all year groups. • After school enrichment clubs enable all children to develop in their chosen area, for example computing, singing clubs, art, Sports clubs and many more. • A wide range of before and after school clubs promoting musical, artistic and sporting talent, include, netball, football, contemporary dance and musical theatre. 	<p>The children are able to appreciate, engage with and respond to a wide range of cultural activities.</p> <p>The children recognise their own strengths and talents and are appreciate those of their peers.</p>
<ul style="list-style-type: none"> • School has been awarded 'ArtsMark' Silver in recognition of our focus on the Arts subjects. 	

<ul style="list-style-type: none"> • Brunswick's Got Talent competition enables children to shine in their own areas of talent. • Children take part in events with other schools such as Cross Country tournament. Children are given opportunities, through PSHE, RE and other areas, to explore their own values, share what they have in common, and celebrate their differences. Opportunity to explore other cultures and beliefs is built into the school's curriculum, including through RE and Geography, as well as the use of stories from a range of cultures in English. • A focus on religious celebrations such as Diwali, Christmas and Eid help us to celebrate different faiths represented in our community. We have strong links with the Chipoka School in Malawi. We share experiences and learn from each other. We are visited by their staff and representatives of our staff have visited Chipoka. • We use display and assembly to reflect different cultures and faiths. • Children learn about the nature and effects of prejudice and racism in an ageappropriate way, through their PSHE learning and assemblies. 	<p>Children show respect for others and interest in different cultures, faiths and religions.</p> <p>Children recognise discriminatory behaviour and attitudes and take appropriate steps to counteract this.</p>
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British Value: Democracy

Evidence	Impact
<ul style="list-style-type: none"><input type="checkbox"/> All pupils within the school have a voice that is listened to, though class council.<input type="checkbox"/> Use of democratic processes: school council whose members are voted for by the pupils. School council meets regularly and effects real change within the school.<input type="checkbox"/> We provide pupils with the opportunity to learn how to argue and defend points of view through the Power of Reading which includes debates, and PSHE Secret ballot voting systems are regularly used, for example, to select house captains, following presentations of candidates manifestos.<input type="checkbox"/> PSHE lessons cover democracy and law.<input type="checkbox"/> Restorative approaches are used to resolve personal conflicts, peer mediation.<input type="checkbox"/> Through social action projects such as food collection for Harvest Festival, or raising money for Children in Need, children are encouraged to support the vulnerable in society and use democratic vehicles to bring about change.<input type="checkbox"/> Classes learn about the political process through PSHE lessons and Assemblies.	<p>Children are able to work cooperatively together in pairs, groups, houses, whole class or year groups.</p> <p>Children understand basic democracy.</p> <p>They listen and show respect for the views of others, and are able to advocate for their own.</p> <p>Perceived injustice is peacefully restored.</p> <p>Children are empowered to bring about positive change to their school and local communities.</p> <p>Children understand the roles of their political representatives.</p>

British Value: The Rule of Law

Evidence	Impact
<ul style="list-style-type: none"><input type="checkbox"/> Children learn the value and reasons for rules – each class has their own Class Charter, agreed by the children.<input type="checkbox"/> A school wide behaviour policy and Anti Bullying is followed by staff.<input type="checkbox"/> Children understand how rules are there to govern and respect us and know the consequences if rules are broken.<input type="checkbox"/> Through PE, we learn that fair rules help us to learn and play happily together.<input type="checkbox"/> PSHE lessons teach about the law, and how the law has changed through history to create a fairer society.<input type="checkbox"/> Our Rights Respecting Ambassadors lead the way in exploring our rights and how we respect the rights of others.<input type="checkbox"/> The Rights Respecting Ambassadors meet regularly and lead projects which promote the articles of the United Nations Convention on the Rights of the Child.<input type="checkbox"/> Children learn about topical and controversial issues relating to justice and the law, through age-appropriate activities and assemblies.<input type="checkbox"/> Online-Safety learning about right and wrong behaviour on-line, and our onlinesafety rules, which have been shared with parents and children.<input type="checkbox"/> Visits from Police and Firefighters reinforce the idea of laws and the responsibilities we have to keep ourselves and each other safe.	<p>The children understand that whilst we have rights, we also have responsibilities. They understand the reasons for our school rules.</p> <p>Children are equipped to stay safe online.</p>

British Value: Individual Liberty

Evidence	Impact
<ul style="list-style-type: none"><input type="checkbox"/> Our children are encouraged to know, understand and exercise their rights and personal freedoms safely, whilst showing respect through others.<input type="checkbox"/> A school wide focus on the United Nations Convention of Rights of the Child through lessons and displays.<input type="checkbox"/> Children are often able to select the level of challenge which is appropriate for them, in tasks that they undertake.<input type="checkbox"/> Lessons across the curriculum provide opportunities for children to make choices, express their opinions, role-play and find creative solutions.<input type="checkbox"/> Foundation Stage's focus on child-led learning is used to inspire child-led learning in other areas of the school.<input type="checkbox"/> Pupil voice is strong, and children are consulted in many ways, through school council, pupil questionnaires and focus groups.<input type="checkbox"/>	<p>The children understand that whilst we have rights, we also have responsibilities. They understand the reasons for our school rules.</p> <p>Children are able to make informed choices and display a high level of independence from Foundation Stage onwards.</p> <p>Children are consulted on many aspects of school life.</p>

British Value: Mutual Respect and Tolerance of those with different faiths and beliefs

Evidence	Impact
<ul style="list-style-type: none"><input type="checkbox"/> We foster cohesion by celebrating the similarities which unite us and the differences which enrich us. We make use of opportunities throughout the curriculum, RE, PSHE and assemblies to reinforce the message of respect and tolerance of others.<input type="checkbox"/> Our Language of the month celebrate the different languages spoken in our school.<input type="checkbox"/> Displays, assemblies and RE learning reflect the faiths represented in our community.<input type="checkbox"/> Children learn about the nature and effects of prejudice and racism in an ageappropriate manner, through PSHE and other subjects.<input type="checkbox"/> Whole school focus on festivals celebrated in our community by different faiths, eg Hannukah<input type="checkbox"/>	<p>Children show respect for others and interest in different faiths and beliefs.</p> <p>Children are comfortable with their own multiple identities.</p> <p>Children are able to recognise prejudice and discrimination and staff have regular safeguarding meetings at which any issues relating to this are discussed.</p>