



Whiteheath Junior School

SMSC Policy

Updated on:	To be reviewed
Autumn 2026 by H Wells (Deputy Headteacher)	Autumn 2028

School Motto

At Whiteheath Junior School our motto is '*Opportunity, Confidence, Growth*'.

School Aims

Our aims are based on the 3 key words in our motto. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills
- **Confidence** - encouraging self-belief and self-worth by recognising the unique qualities of each child
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever changing world

Policy Aims

It is the aim of this policy is to ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need to be: reflective about their own life and the life of others, know the difference between right and wrong, work effectively with others and have an understanding of different cultures around the world.

WHAT IS SMSC?

The spiritual development of our pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning; and willingness to reflect on their experiences.

The moral development of our pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of our pupils is shown 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

EXAMPLES OF WHERE WHITEHEATH JUNIOR SCHOOL PROMOTES SMSC DEVELOPMENT**Within the Curriculum:****Spiritual:**

Spiritual development enables people to look within themselves at their human relationships, at the wider world. Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences include:

- Using imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities
- Providing opportunities to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products in D&T
- Instilling a sense of awe, wonder and mystery when studying the natural world or human achievement in Geography
- Encouraging creativity allowing pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?' in a variety of subjects
- Opportunities to reflect on their own beliefs within RE teaching
- Within PSHE, learning about different relationships with others around you, healthy relationships, and what rights and responsibilities we have within the wider world, keeping themselves and others safe
- Science learning about living things and their habitats, the affect humans are having on the wider world.
- Learning basic conversation in another language (Spanish)
- Within computing lessons, learning how to keep safe online and the importance of data protection.

Moral:

Moral development: knowing what is right and wrong and acting on it accordingly. At Whiteheath Junior School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Demonstrating knowledge of right and wrong when writing persuasive letters in English.
- Be able to explain why actions by historical figures may be right or wrong using historical context
- Showing mutual respect and the consideration for others' work in a variety of subjects
- Raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources in Geography
- Responding to visual images to evoke a range of emotions in Art
- Considering the environmental impact of everyday products in D&T
- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England in History
- Understanding of the consequences of their behaviour and actions in PSHE
- Discussing their rights and responsibilities within PSHE
- Investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues in RE

Social:

Social development: developing an understanding of rights and responsibilities of living in a community of being a "responsible citizen". We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Explore art as a powerful social tool e.g. in advertising, in representing particular groups
- Respect each other's ideas and opinions when talking about pieces of art, writing or music including the work of others in the class
- Recognise the need to consider the views of others in PSHE and RE
- Work as a team, recognising others' strengths and sharing equipment in D&T
- Explore dilemmas that individuals may face and developing practical solutions to these problems in PSHE
- Work as a team during PE lessons, showing an awareness of other's strengths and difficulties.
- Show an awareness of how rights and responsibilities of humans have changed over time and link this awareness to their historical knowledge
- Participate in a variety of social settings, cooperating with others and being able to resolve conflicts effectively in all lessons
- Consider the rights and responsibilities of humans when discussing our planet in Geography

Cultural:

Cultural development: knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school, our society and the world by providing opportunities for pupils to:

- Experience a wide range of creative media from around the world in Art, Music and Drama
- Explore a range of Literature with varying themes within the English curriculum
- Develop aesthetic and critical awareness at an age appropriate level in D&T
- Develop a deeper understanding of the culture by the fusion of art work between their own and other cultures
- Reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life
- Understand Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain in History
- Explore cultural beliefs in RE
- Explore cultures around the world in Geography. Be able to draw comparisons between countries and cultures.
- Learn another language and learn about the country where the language originated (Spanish)

Within the Wider Curriculum:

Activities that shows a coherent approach to the promotion of SMSC:

Creativity weeks (Science week, Humanities week), Book Days, Assemblies led by people within the community (such as Ruislip Baptist Church and Ark Synagogue), Walk to School Week, British Values Day, music ensembles, exhibition evening, Safer Internet Day

Responsibilities within the school - Young Leaders, House Captains, Prefects, School Council, Energy Monitors, Playground Pals, Digital Leaders, Globetrotters, gardening club

Charity Work – raise money for charities (MIND, Children in Need, Jeans for Genes, Red Nose Day), Poppy Appeal, Year 6 stalls, Mental Health Charities, the PTA (discos, Pennies for PTA, year group dash), Summer Fayre

School Journeys – Year 5 PGL, Year 6 Isle of Wight

Workshops/outside agency involvement – Life Base, Police Talks, Bikeability, Holocaust talk, workshops related to history/ geography topics, pedestrian training with Hillingdon Council, Geobus workshops, Healthy schools workshop (delivered by NHS), Journey Outreach Project, talks with religious leaders from the community, Junior Citizen

Competitions – oracy competition, writing competitions, walk to school competitions, DT competitions, art competitions etc.

Opportunities for pupils to take place in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and other activities that promote aspects of pupils' SMSC development:

Art events – Drawing Club, Art Exhibition, Virtual Gallery Visits

Sporting events – PE lessons, Swimming in Year 5, Cross Country club and competitions, Athletics clubs and competitions, Boys and Girls football club and competitions, Girls' and boys' netball club and competitions, gymnastics club, tennis club, multi-sports, cricket club and competitions, tag rugby competition, Sports Day and sports Festivals, house dash competition, supporting Infant School sports day

Drama/Dance events –Christmas Production, year group assemblies (such as Harvest, Jubilee), children’s participation in whole school assemblies, Year 6 leavers’ production

Music events –weekly singing practice or music assembly for all years, Christmas production, music ensemble performances to parents and school, instrumental lessons for 1 term for 1 year group, opportunities to learn a variety of instruments (keyboard, brass, violin, cello, guitar, woodwind), school choir, school orchestra, performances within the local community

English – Spelling Bee competition, BBC 500 words, Now You’re Talking competition

Mathematical –chess clubs and tournaments, primary maths challenge competitions, Times Table Rock Stars competitions,

Scientific – Science Week, Science club, virtual visits. Eg. Ocean Live

Technological –DT workshops (including STEM)

Cultural –visits to Place of Worship, study of the Amazon in Year 5, study of the Americas in Year 4, Natural History Museum trip, local history trips, Verulamium trip, Spanish lessons, Christmas Church service, Music assemblies & ensemble

Responsibility of All

Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Whiteheath Junior School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. Whiteheath Junior school is committed to preparing children for their adult life beyond the formal curriculum and ensuring that it promotes and reinforces SMSC to all its children.

Accessibility of SMSC to pupils with Special Educational Needs

We teach SMSC to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Subject Leaders will:

Ensure that the SMSC is regularly discussed, reviewed and monitored within their subject
Ensure SMSC is taught where applicable within their subject long term planning
Purchase and organise resources relevant to SMSC if applicable

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