



Dorothy Barley Junior Academy Social, Moral, Spiritual & Cultural Policy

Other related policies, legislation and documentation:

Curriculum Policy
Learning and Teaching Policy
Anti- bullying policy
Behaviour Policy
Safeguarding & Child Protection Policy
PSHCE Policy
Equality Policy
The Staff Handbook
Annual assembly themes
Curriculum Maps and Termly Overviews (including RE, PE, Art, Music and PSHCE)
Behaviour Policies
Health and Safety Policies and Procedures
ICT Acceptable Usage agreements

This policy was devised and adopted in September 2020

Reviewed September 2026

Next Review: September 2027

1.0 Introduction

Dorothy Barley Junior Academy is an SMSC Quality Mark Gold School committed to strategically developing the whole child. SMSC education at Dorothy Barely Junior Academy aims to be:

A thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being which enables them to thrive in a supportive, highly cohesive learning community.

At Dorothy Barley Junior Academy we recognise that the personal development of pupils: spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore provide pupils with opportunities to explore and develop their own: values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. By actively promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British values. We supplement this through a values based approach across the school (our Learning Values) and the development of essential skills through Accelerator Skills Builder's 8 Essential Skills.

1.2 Aims and Objectives

The main elements to our SMSC programme are:

- To ensure that all children have a voice, that is listened to via the democratic process of our School Council
- To ensure that everyone connected with the school is aware of our aims, values and ethos
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and

responses to personal experience

- To enable pupils to develop an understanding of their individual and group identity

- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

2.0 Teaching and Learning

Development in SMSC will take place specifically in RE, Art, Music, PE , PSHE, P4C and across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

3.1. Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings and respect and value others
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Explore the surrounding world using imagination and creativity

4.1 Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks, learn from mistakes, and understand consequences
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and to respect school rules and the law
- Investigate moral and ethical issues
- Show respect for the environment
- Make informed, independent and reasoned judgments
- Value individual liberty

5.1 Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn their part in the school and wider community
- Begin to understand social justice and a concern for the disadvantaged
- Understand their responsibility to influence decision-making in the communities they belong to, including respect for democracy and participating in the democratic process
- Develop effective social skills
- Use social skills in different contexts
- Work well with others
- Learn to co-operate and to resolve conflicts with increasing independence

- Know that rules and laws protect us and are essential for our well-being and safety
- Learn how to argue constructively and defend their point of view

6.1 Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain
- Participate in cultural opportunities
- Recognise and develop an understanding of world-wide faiths, traditions and cultures and their contribution to our society
- Understand, accept, respect, be tolerant of and celebrate diversity and know that it should not be the cause of any prejudice or discrimination
- Develop an understanding of their social and cultural environment

7.1 Links with the Wider Community

- Visitors are welcomed into school
- Links with religious communities in our local area are sought. We link with St Cedds and use local places of worship for our curriculum work
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- Via Pupil Welfare and Inclusion Teams
- Through extra-curricular opportunities
- Through links with our local Secondary Schools and Trinity Special School
- Through links with local charities such as Trussell Trust Food Bank, Kindness Offensive and our chosen school charities/organisations e.g. Ted Ball Hall
- Cultural Champions engagement with the RBO
- GLA and Primary Futures links for our careers and aspirations work.

8.1 Promotion of fundamental British Values:

	Activities:	Impact:
Democracy A democracy is a system where people are able to decide how their country or community should be run.	Assembly Themes PSHE curriculum Election of school council Creative Curriculum and individual curriculum subjects Rotas – children taking on responsibility for ‘jobs’ within classroom on a ‘fair’ basis SEND policy and practices Studying Ancient Greece and beginnings of democracy Voting in class Creation of classroom rules each term – together Parent View Votes for Schools & P4C	Stakeholders, including children, staff and parents feel they influence and impact the way the school is run and that this has a positive impact.

Rule of Law No one is above the law.	Class rules negotiated each term School rules Behaviour system & Class Dojo Expectations of teacher, TAs, Family Workers Assembly Themes Creative curriculum and individual curriculum subjects Parent Consultations/Home School book and other forms of communication building relationships with stakeholders Exclusions Behaviour tracking systems Safe-guarding records (CPoms) Holding teachers to account Performance Management of all staff Training staff	Children, staff and parents feel ‘safe’ as a result of clear policies, rules and expectations and in the knowledge that issues will be followed up robustly.
Liberty Freedom to live as you wish and believe what you wish within the law.	Assembly Themes Creative Curriculum themes and individual curriculum subjects Food Bank Charity support Pupil Voice regarding topic themes and input into curriculum design Celebrations across faiths Class Rules School Behaviour Policy PSHE themes	Children, staff and parents feel they can act independently and autonomously within the agreed, shared and accepted frameworks.
Mutual Respect and Tolerance (acceptance) Admiration for someone’s skills or qualities and a willingness to accept someone else’s beliefs even though they may be different from your own.	PSHE Curriculum Creative Curriculum and individual curriculum subjects ‘Buddy’ system Assembly themes Extra- Curricular Clubs Use of www.doingsmsc.org.uk/resources Celebration assemblies Themed weeks Website – achievements etc SEND policy and practices Anti-discrimination recruitment procedures and policies PREVENT training Through Inclusion Quality Mark Flagship School work	Skills and qualities are recognised in a multitude of different ways. Children, staff and parents respect each other’s views and beliefs and have strategies for dealing effectively with differences. Discrimination is not tolerated.

Appendix 1 Website information:

How Diversity is celebrated Dorothy Barley Junior Academy

The London Borough of Barking and Dagenham is a diverse community and at Dorothy Barley Junior Academy we celebrate and value the diversity brought to our school by the children and families we serve. We are committed to meeting the needs of a diverse learner population within a multi-cultural society. We seek to ensure that individuals and communities have equal access to learning opportunities and facilities, and to play an active role in community cohesion. We will not tolerate any kind of discrimination or harassment on the grounds of age, class, disability, employment status, ethnic origin, gender, marital status, pregnancy and maternity, nationality, religion, sexual orientation, gender reassignment or special needs.

We ask all our children and staff to work with us to challenge and change negative attitudes, and create a truly inclusive environment where diversity and difference are always respected.

Our curriculum

At Dorothy Barley Junior Academy we value the diverse ethnic background of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

Our RE and PSHE cover a range of learning opportunities which we use to develop our children's cultural understanding.

We do this by enabling children to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- Understand and appreciate the range of different cultures within school and beyond our local community as an essential element of their preparation for life in modern Britain
- To gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Be willing to participate in and respond positively to artistic, sporting and cultural opportunities
- Gain an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- Understand, accept, respect and celebrate diversity, shown by their tolerance and attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities.

We use the Local Authority Agreed Syllabus for our RE curriculum and a REAch2 Trust model curriculum for our PSHE learning.

Other things we do to promote diversity include:

- Diverse recruitment
- Promoting Modern Foreign Languages as an integral part of the curriculum. All children have the opportunity to learn French and the language is championed across the school by a dedicated MFL leader
- Studying topics across the curriculum which encourage both learning about and learning from other cultures for example: Black History Month (Whole School); Show Racism the Red Card (Whole School); Diversity Biographies
- Providing a range of enrichment activities e.g. links with our sustainability partners, Dagenham Farm, Food Education Partnerships.

- Challenging all forms discrimination or harassment by promoting acceptance, kindness and respect three of our Learning Values and using the PSHCE curriculum to explore for example sexuality & gender stereotypes.

Appendix 2

How British Values are promoted at Dorothy Barley Junior Academy (website information)

Introduction

At Dorothy Barley Junior Academy we value each and every member of our school community as individuals and respect their rights and freedom. Through our Golden Rules, Learning Values and Skills Builder curriculum we promote the values of:

- Kindness to ourselves and others
- Honesty at all times
- Respect for ourselves and others
- Hard work at all times
- Care for ourselves, all others in our school community and our school and wider environment

Our Learning Values below support how we promote British Values at DBJA.

Trust

Respect

Resilience

Acceptance

Kindness

Self-Worth

We believe that these values are the fundamental building blocks for our children to grow and develop as responsible adults and British citizens.

The government set out its definition of British values in the 2011 Prevent Strategy. These values are:

- Democracy
- The rule of law.
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Our curriculum is designed to ensure that our children have the opportunity to learn and reflect on the British values that underpin our lives.

Moral Development

Regular activities such as Circle Time, Restorative Practice, Philosophy for Children, Personal Social Health and Citizenship sessions and daily assemblies allow and encourage our children to discuss British values and understand how these are relevant to them.

The children are supported in their moral development by their:

- Ability to recognise the difference between right and wrong.
- Readily apply this understanding in their own lives.
- Respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Investigate and offer reasoned views about moral and ethical issues.
- Understand and appreciate the viewpoints of others on these issues.

Social Development

Children have a wide range of opportunities to work collaboratively within class, across year groups and phases. We promote 'Buddy Systems' for mid phase admissions. Play Makers actively support other children throughout the day including break-time and lunchtimes. Our active School Council ensure that all children can influence decision making through the democratic processes. They promote a range of initiatives and lead on issues which are relevant to the children through projects and assemblies throughout the year.

Dorothy Barley Junior Academy is at the heart of the local community and we encourage pupils to show care and consideration for others through charitable work and young citizenship.

There is a strong emphasis throughout the PSHCE areas of study on individual rights and responsibilities including respect and valuing difference in the way people choose to live in modern British Society.

Our children are encouraged to develop socially by:

- Using a range social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Being encouraged to participate in a variety of communities and social settings, including volunteering.
- Co-operating well with others and being able to resolve conflicts effectively.
- Understanding the importance of identifying and combating discrimination.
- Accepting and engaging with the fundamental British values of:
 - Democracy
 - The rule of law.
 - Individual liberty.
- Mutual respect and tolerance of those with different faiths, beliefs and life choices. This will develop and demonstrate skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain.

Cultural Development

At Dorothy Barley Junior Academy we value the diverse ethnic background of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches

tolerance and respect for the differences in our community and the wider world. We engage with the Royal Ballet & Opera's Cultural Champions programme to help develop the cultural capital of our children.

Through the RE curriculum and PSHE themes there are a range of learning opportunities which have strong links to the United Kingdom, through which we develop our children's cultural understanding by enabling children to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within school and beyond our local community as an essential element of their preparation for life in modern Britain.
- To gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Be willing to participate in and respond positively to artistic, sporting and cultural opportunities.
- Gain an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.
- Understand, accept, respect and celebrate diversity, shown by their tolerance and attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities.

Spiritual Development

Our children are encouraged to reflect on the predominant religious and moral values that underpin our democratic and multi-cultural British society. Through RE lessons, assemblies and celebratory events, our children learn about the similarities and differences of other religions and are encouraged to reflect on their own beliefs whilst tolerating the different viewpoints of others including those who do not have a religious faith.

We aim to develop our children spiritually by supporting them to;

- Gain the ability to be reflective about their own beliefs, religious or otherwise, that informs their perspective on their life, show an interest in and respect for different people's faiths, feelings and values.
- Have a sense of enjoyment and fascination in learning differences about themselves, others and the world them.
- Use imagination and creativity in their learning.
- Be willing to reflect on their own experiences.
- Linking with local faith organisations and presentations in school.

Conclusion

At Dorothy Barley Junior Academy we believe that, through promoting British values, our children will become responsible citizens for the future who show mutual respect and tolerance of others, value their own liberty and understand the rules of law and democracy whilst demonstrating care and compassion for all.

