

Effective Spiritual, Moral, Social and Cultural Development (SMSC), Personal, Social, Health and Emotional Education (PSHEE) and Citizenship may bring about disclosures of child protection issues. All members of staff should be aware of the procedures for reporting their concerns. The school has a separate Safeguarding policy.

1.0 AIMS AND OBJECTIVES

The relationship between staff and pupils, in a mentoring role, is one of the strongest features of our school. The school ensures that principles are promoted which:

- enable pupils to develop self-knowledge, self-esteem and self-confidence
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those around them and in the wider world
- assist pupils to acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- encourage pupils to respect the fundamental values of democracy, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions

In addition, the school aims to:

- lead pupils towards becoming confident and positive contributors to their community
- enable pupils to gain insights into the origins and practices of their own cultures; and into those of the wider community
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism

2.0 PURPOSE

At the British Junior Academy of Brussels (BJAB), all members of staff work together to create a caring environment, in which pupils can learn and grow in a healthy, balanced way.

It is our philosophy that the teaching of the spiritual, moral, social and cultural aspects of learning is embedded in all curriculum areas and aspects of daily life in our school. Whilst we offer a dedicated PSHEE lesson during the week to each year group, all members of staff have a commitment to deliver strong pastoral care at all times.

3.0 DEFINITIONS

3.1 Spiritual development

BJAB does not teach Religious Studies. The school provides opportunities in assembly for pupils to:

- develop an awareness of some of the principal world religions
- consider issues that help them to understand different beliefs, values and traditions
- make reasoned and informed judgments on moral issues
- develop their own sense of identity, preparing them for life in a multicultural society

- respond sensitively to the thoughts and feelings of others

3.2 Moral development

Pupils' understanding of the differences between right and wrong, and concern for others, are promoted throughout the school day in all subjects and activities as appropriate. The pupils are taught about making responsible decisions, the consequences of their actions and making personal choices as they grow up.

In practice, fostering the development of these values will involve:

- extending pupils' knowledge of the range of accepted values in society
- pupils distinguishing between right and wrong and acting consistently with their beliefs and with a view to the consequences of their own and others' actions
- pupils understanding that there are some questions to which there are no answers
- developing relevant skills and attitudes such as decision-making, self-control, consideration for others, having confidence to act with one's principles and thinking through the consequences of each action
- promoting at an appropriate level, an understanding of basic moral 'philosophy' and the skills of analysis, debate, judgment and application to contemporary issues.

3.3 Social development

The capacity to participate effectively in social life is crucial to the well-being of individuals and communities. At BJAB, members of staff encourage pupils to take responsibility, show initiative and to become confident and positive contributors to their community, for example, through supporting local charities.

BJAB aims to develop good relationships both within the school and in the community, ensuring pupils are able to relate to, and work with, each other. It is important that pupils develop a sense of belonging, a willingness to participate and to learn how to make an active contribution. In all lessons and activities, pupils are encouraged to share, co-operate and take an active role. They are also urged to act with courtesy and consideration for others.

Through the PSHEE and its Values curriculum, BJAB encourages respect for other people, paying particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

3.4 Cultural Development

To be cultured is generally understood as having the capacity to benefit from the received wisdom and practices of particular communities or groups. Within the curriculum there are opportunities to explore customs, icons and images, artefacts, music, painting; sculpture, dance and technology and English resources.

Through assemblies, BJAB recognises the diversity within our multicultural society and pupils' study some of the traditions and beliefs represented within our school. Pupils from all cultures are encouraged to share their beliefs and customs with other pupils.

4.0 WHOLE SCHOOL APPROACHES

4.1 Values Education

At BJAB, Values Education is incorporated into the teaching of SMSC. We understand that by placing a high profile on global moral values, and making it apparent in all we do, we are able to nurture each and every member of our school community.

Each month a new Value is introduced during the whole school assembly. Prior to this, the Value will have been announced in a staff meeting or all staff communication, a definition and how it will be modelled to pupils will have been agreed. The values have been selected through discussion with the School Council and are delivered on a two-year rolling programme.

Year 1

- September: Aspiration
- October: Happiness
- November: Co-operation
- December: Joy
- January: Trust
- February: Love
- March: Tolerance
- April: Unity
- May: Faith
- June: Honesty

Year 2

- September: Resilience
- October: Humility
- November: Peace
- December: Simplicity
- January: Kindness
- February: Respect
- March: Friendship
- April: Understanding
- May: Patience
- June: Loyalty

4.2 Assemblies

The Deputy Head is responsible for the co-ordination of the assembly rotas. Assemblies reflect a balance of topics covering social and emotional issues, PSHEE, values, world religions and citizenship. Assemblies are also used to address whole-school issues, such as bullying, global citizenship and the school rules. Sometimes, assemblies may also be used as opportunities for reinforcing the school rules to improve levels of courtesy and respect for others within the school.

Pupils are given opportunities to work together to create their own assemblies regularly.

4.3 Relationships and role models

At BJAB, good relationships between all members of the community are encouraged at all times. Members of staff are expected to be role models for the pupils in the respect they show to others and in their commitment to the school.

4.4 Behaviour management

BJAB expects the highest standards of courtesy and behaviour from its pupils, who are required to treat others with respect and consideration at all times. Particularly helpful and positive behaviour is highly praised and may be rewarded with Dojo points or Stars. Behaviour not following the 'BJAB Code' is dealt with by using a variety of sanctions as outlined in the Promoting Positive Behaviour policy.

4.5 Extra-curricular activities

The considerable range of extra-curricular activities provides the pupils with a wealth of opportunities to develop skills, explore new avenues of learning, participate in the expressive arts and enjoy being part of a team.

5.0 DELIVERY

5.1 General

All subjects have important contributions to make to spiritual, moral, social and cultural education. Pupils are always encouraged to question, explore new ideas and express their own views. This must also be accompanied by consideration for others and a willingness to work in co-operation with others. Some subjects have particular contributions to make, resulting from subject content.

5.2 PSHEE

BJAB provides the pupils with a clear and progressive PSHEE curriculum, Jigsaw. The PSHEE and SRE Policies provide a clear overview of the curriculum.

5.3 School Council (Years 1-6) & the Student Parliament (Years 7-10)

The purpose of these bodies is to:

- enable pupils to participate and communicate effectively in decision-making activities
- give pupils the opportunity to raise ideas and questions about issues affecting them
- implement some of their own initiatives and ideas in arranging fund-raising events, for example, a Halloween party and a baby photo competition

BJAB has a School Council made up of representatives from each class from Year 1 to Year 6 and a Student Parliament from Year 7 to Year 10. Representatives are democratically elected at the beginning of each year by class members. The council and the parliament meet under the guidance of a teacher, who acts as council co-ordinator, and the school council chair, who is the Head Pupil.

An agenda is raised as a result of class discussion with the representative, the council then reports back its plans either to the class or at an assembly, normally twice per term.

5.4 Eco Council

The purpose of the Eco Council is to guide BJAB through the seven-step process of becoming and maintaining Eco School Status. The Eco Council is made up of a committee of pupils, staff and parents across all age ranges. The work conducted by the Eco committee is reviewed by a Coren, a Belgian charity working on behalf of the Belgian government.

5.5 House system

There are four houses at BJAB: Montgomery, Hepburn, Schuman and Cavell. Each house is headed by a one House Captains from the upper year groups and a Deputy House Captain in Year 4. Pupils are invited to apply for the role in writing during the Summer Term.

The purpose of the House System is to:

- encourage pupils from different year groups to meet and work together towards common goals, for example, competing together on Sports Day and through completing house challenges
- encourage best effort amongst pupils through the awarding of house points for effort, helpful action and initiatives
- encourage older pupils to support younger pupils

House competitions run throughout the year in different subject areas. In addition, a larger event is organised by the Deputy Headteacher each term such as the Inter House Sport Challenges, Spelling Bee and competitions at home. There is House Assembly at the end of Term 1 and 3 to celebrate the pupils achievements.

Pupils earn points in line with the school's Behaviour policy. The house achieving the most points at the end of the academic year is awarded the House Cup.

5.6 Charity and Service

All pupils at the British Junior Academy of Brussels (BJAB) will be active in supporting charitable causes and understand why this is important. We support a number of local, national and international charities throughout the year, thereby reinforcing core values, including mutual respect. An appreciation of the ways in which charities help the less fortunate forms an important part of our curriculum.

Charitable giving and Service is split into a two-year programme. During Year 1 pupils organise a fundraising initiative towards a whole school Charity, as decided upon by the School Council. Fundraising activities should be fun and imaginative where possible, drawing on the wider school community. In Year 2, Older pupils (at discretion of the teacher in Primary year groups) undertake Service activities whilst younger pupils arrange collection drives (suggestions in Appendix 1).

The Head pupils, alongside a nominated member of staff are responsible for overseeing all events and raising awareness within the BJAB community.

Appendix 2 provides examples of the pupils engagement in projects.

5.7 Round Square

Round Square is a connected organisation of schools in 50 countries. It is founded on IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service).

These IDEALS underpin the Discovery Framework which BJAB applies to the curriculum in Years 7 – 10 and the Discovery Heroes used in EYFS to Year 6. These frameworks enable BJAB to provide a holistic programme that builds character, competencies and life skills in our pupils.

The Round Square IDEALS provide a common platform, shared by all schools in the network, around which BJAB can collaborate, swap and share learning resources and participate in joint activities such as conferences, exchanges and academic projects.

Appendix 3 provides an overview of how BJAB uses Round Square. The curriculum links are reviewed annually.

5.8 BJAB Award and Duke of Edinburgh

5.9 Peer collaboration

Pupils are given the opportunity to work across year groups, for example, as part of a drama project week and paired reading sessions. These opportunities are planned into the annual programme.

5.10 BJAB Cups and Awards

Cups are awarded to pupils in recognition of academic progress and embodying the BJAB values. Pupils are nominated by staff, and in some cases pupils. Cups and External Awards are presented at the final family event in the school year.

5.11 Friends of BJAB and family events

The school has an active and supportive committee called 'Friends of BJAB' which organises a number of family events that support elements of our work on SMSC, for example, an International Fair.

6.0 MONITORING AND REVIEW

This policy is the responsibility of Mr Retter, the Headteacher.

Headteacher: **(Francis Retter)**

Updated: June 2024



To be reviewed: June 2025




Appendix 1

Service Suggestions

- Links in the community with elderly, homeless, refugees
- Links to existing Charities in the area
- A big clean up
- Collection Rucksacks, food, toiletries
- Mentoring another child
- Brighten another's day
- Use the mighty pen! Contact an NGO, Charity, Pharma company, water company

Suggested Donation Drives (this list is not exhaustive and the children should be encouraged to research local charities and suggest ways in which they can assist)

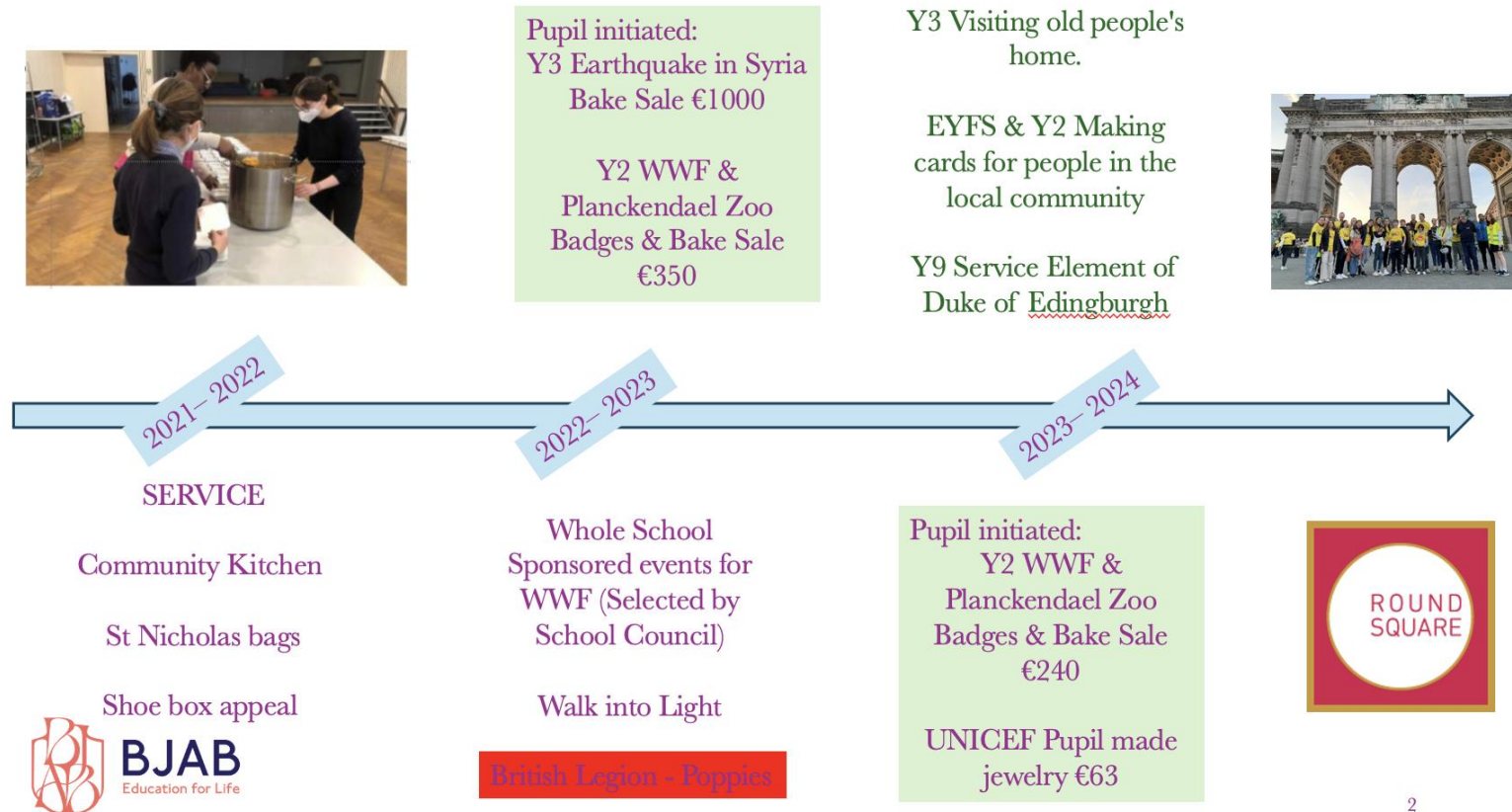
Charity or community project	info	Links	Contact details
Ideas for helping homeless.		http://www.homelessbackpack.net/index.html#link2sites 	Advise contacting Serve the city (hello@servethecity.be) for distribution in Brussels
Asylum seekers children	A group of volunteers run a Youth group for children from 5 – 16 at Petit Chateau in Brussels.	https://www.servethecity.brussels/volunteer/weekly-serving-opportunities/le-petit-chateau/ Children run toy and clothing drive	stc.petitchateau@outlook.com
Guide dogs	Guide dog charity in Belgium	http://www.scaledogs.be  Children collect donation of food Raise awareness of the charity through public speaking,	Zarianne.slingerland@scaledogs.be

British Legion in Ypres	Help to organize the nightly remembrance service in Ypres and sell poppies.	 http://branches.britishlegion.org.uk/branches/ypres	
Shoe Aid	Children leave their shoes in school on the last day of term and they are then forwarded to children in need.		lee@shoeaid.co.uk
Snuggles project	The Snuggles Project was founded in 1996 because the need to do something for animals in shelters without a bit of comfort to call their own. The idea of security blankets for shelter animals. The security blankets are called "Snuggles."	https://www.snugglesproject.org/no-sew/?cat_id=76&view=listcats The link is for no sew / knit polar fleece examples that can be made by children. 	
Brussels Lunch club	A weekly service run in Waterloo. OAP's gather in the church for a fortnightly lunch and social	The club could be invited to the run through or dress rehearsal of a production and the children then serve tea and biscuits.	
Collection Drives for: Batteries Glasses Old mobile phones			
Serve the city (Brussels) runs soup kitchens and language lessons.			

Appendix 2

Pupils engagement in charity and service projects





Appendix 3

Round Square Overview and links to the curriculum

IDEALS	Discovery Framework Y7 – Y10	Heroes of Discovery EYFS – Y6	Round Square Activities	Links to wider life	BJAB Curriculum Links
<p>Spirit of Internationalism</p> <p><i>...is found in those who seek to discover & embrace the similarities & differences between cultures & nationalities in ways that promote meaningful, lasting understanding, tolerance & respect</i></p>	<p>Appreciation of Diversity</p> <p>Round Square Explorers learn to value the strength and solidarity of an inclusive society that embraces all individuals.</p> <p>Ability to Problem Solve</p> <p>Round Square Explorers discover the ability and confidence to think clearly and creatively to tackle a problem in a focused way and find the best possible solution(s) in the circumstances</p>	<p>Diversity Dani</p> <p>Difference makes the world more interesting. Respect others' culture, heritage, rights, perspectives and beliefs Never discriminate but instead try to include everyone equitably</p> <p>Problem solving Papri</p> <p>Think clearly and creatively Try different ways of solving problems Ask for help and look things up when needed</p>	<ul style="list-style-type: none"> • Student exchange • Travel and overseas cultural trips • Conference attendance • Global Studies • International fairs • Languages and Geography • Penpals and weblinks 	<ul style="list-style-type: none"> • Sharing • Tolerance • Heritage • National Identity • Culture • Connecting across borders intercultural understanding • Communication • Compassion • Interconnectedness of nations • Respect 	
<p>Spirit of the Environment</p> <p><i>... centres on the significance of understanding mankind's place in the universe, the forces that shape our surroundings and the impact we have on those surroundings.</i></p>	<p>Commitment to Sustainability</p> <p>Round Square Explorers make a commitment to manage their use and application of the earth's resources to live within its means for the benefit of future generations.</p> <p>Inquisitiveness</p> <p>Round Square Explorers make continuous enquiries in pursuit of truth. They explore the world around them and seek out their place within it.</p>	<p>Sustainability Suki</p> <p>Protect & improve our environments Respect living things Use the earth's resources carefully & responsibly</p> <p>Inquisitive Indu</p> <p>Learn by doing Challenge and question without needing answers The journey is a discovery in itself</p>	<ul style="list-style-type: none"> • Litter picking • Food growing • Science / Biology • Eco Schools • Wildlife Gardening • Renewable energy • Recycling • Sustainable practices 	<ul style="list-style-type: none"> • Human Impact • Challenge • Balance • Mankind's place in the universe • Solution Seeking • Fragility • Creativity • Sustainable communities • Interconnectedness of nations • Mindfulness • Complexity of nature • Healthy relationships 	

<p>Spirit of Service</p> <p>... celebrates personal development through practical experience that brings sustainable support and benefit to others.</p>	<p>Courage</p> <p>Round Square Explorers discover in themselves the ability and willingness to confront fear, pain, danger, uncertainty, or intimidation</p> <p>Self Awareness</p> <p>Round Square Explorers cultivate their understanding of themselves, their personality, values, attitudes, strengths and weaknesses, through personal discovery</p>	<p>Courageous Collette</p> <p>Be willing to face fears beyond comfort zone Be ready to stand up for others and do what is right even if it makes you sad or is unpopular Be brave in the face of sadness or disappointment</p> <p>Self Aware Simba</p> <p>Be present / involved Understand own likes, dislikes personality, values, strengths & weaknesses Be ready to grow, change and make better decisions</p>	<ul style="list-style-type: none"> Charity Fundraising Overseas project Local community partnerships Make a difference days Mentoring fellow students Sponsorship Volunteering 	<ul style="list-style-type: none"> Ethical partnership Knowledge of world issues Empathy Appreciation of diversity Compassion Commitment to sustainability Ability to problem solve Inventiveness Transcultural understanding Mutual respect Equity 	
<p>Spirit of Leadership</p> <p>... recognises that successful leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them to improve and succeed</p>	<p>Compassion</p> <p>Round Square Explorers discover in themselves a desire and capacity to feel and share another's emotions, perspective and opinions: to empathise</p> <p>Teamwork Skills</p> <p>Round Square Explorers discover the benefits of working together in a group with others in pursuit of a common goal</p>	<p>Compassionate Carlos</p> <p>Care about all living things and be ready to help Sympathetic to, and supportive of, situation and feelings of others consider cultural contexts, different needs and ways of dealing with emotions</p> <p>Teamwork Tama</p> <p>Set own wants and needs aside for team Value skills and qualities different people bring Take responsibility for own role in a team, and help others to play their part too.</p>	<ul style="list-style-type: none"> IDEALS Champion Prefects Involvement in school governance Sports captains Student council Student mentoring House captains 	<ul style="list-style-type: none"> Justice Nurturing Kindness Vision Decision making Support of others success Ethics Serving the people you lead Personal responsibility Growth and development Self belief Determination Strategic thinking Ownership Honesty Persuasion Persistence 	
<p>Spirit of adventure</p> <p>... is characterised by those who push themselves beyond their perceived limits, cross boundaries and discover that</p>	<p>Tenacity</p> <p>Round Square Explorers discover in themselves the ability to persevere when confronted with challenge, and learn from their mistakes, with a readiness to try again</p>	<p>Tenacious Tino</p> <p>Learn from mistakes and ready to try again Believe in myself and think positively Push myself beyond limits and take risks</p>	<ul style="list-style-type: none"> Outdoor education Physical education Expeditions Military cadets Camping trips 	<ul style="list-style-type: none"> Capability Tenacity Courage Stretch Reaching beyond perceived limits 	

<i>they are capable of more than they thought</i>	<p>Inventiveness</p> <p>Round Square Explorers develop new ideas and demonstrate divergent thinking, creativity, imagination and innovation.</p>	<p>Inventive Idris</p> <p>Have new ideas and be creative and imaginative. Make ideas real by developing new ways of thinking and doing Ready to come up with different approaches instead of obvious way.</p>	<ul style="list-style-type: none"> • Kayaking • Bushcraft • Climbing • Hiking 	<ul style="list-style-type: none"> • Persistence • Resilience • Risk-taking • Challenge • Discipline • Experiential learning • Embracing uncertainty • Overcoming failure • Personal goals • Dynamism 	
<p>Spirit of Democracy</p> <p><i>... encompasses a sense of equality, fairness, justice and a desire to do what is right (for the greater good).</i></p>	<p>Communication</p> <p>Round Square Explorers develop understanding between themselves and others by listening to one another's ideas and sharing their own through a mutually respectful exchange</p> <p>Sense of Responsibility</p> <p>Round Square Explorers discover in themselves a sense of personal, moral, ethical, social and civic duty.</p>	<p>Communication Cara</p> <p>Listen to others and respect their views Communicate sensitively with different audiences Share my opinions even when I feel shy</p> <p>Responsible Rami</p> <p>Take part in trying to make the world a safe and happy place Help myself, and others, to decide between right & wrong Own my mistakes and achievements</p>	<ul style="list-style-type: none"> • Model MUN • Simulated Elections • Debate activities • Student publications • Student Rep Council • Student Voice • Political Studies 	<ul style="list-style-type: none"> • Inclusion • Equity • Inquisitiveness • Social Justice • Freedom • Human Rights • Appreciation for diversity • Belief • Consent • Sense of Responsibility • Advocacy • Courage • Compassion • Appreciation for Diversity 	

Appendix 4

BJAB Award Overview

Year 2	Year 4	Year 6
Learn a new skill e.g tying shoelaces / make a cup of tea as discussed with organiser	Learn a new skill – Join a new after school Club	Learn a new skill – Join a new after school Club or an activity outside of school
Charity - Work as a team to raise awareness for a charity	Charity - Work as a team to raise awareness or money for a charity	Charity / Service - Work as a team to raise awareness or money for a charity or make a pledge and complete an act of service
Expedition – Complete a 3K walk	Expedition – Complete a 5K walk	Expedition – Complete a 7K walk