

Juniper Hill School

Spiritual, Moral, Social, Cultural and Diversity Policy



Kindness Enjoyment Achievement

Reviewed: March 2026

Next review: March 2028

Our Intent

Juniper Hill School is committed to developing an open-minded school culture that fosters children to show kindness, empathy and respect to all members of their community. The school works to enable all children to enjoy their primary school years without fear from discrimination of any sort.

We aim to achieve this through celebrating the strengths of our diversity within and outside of our school, exploring global differences and similarities in our Spiritual, Moral, Social and Cultural practices and creating links to communities around the world.

We strive to instil values in children that will last a lifetime. As part of their Juniper Hill journey, children will be provided with opportunities and enriching experiences that will challenge their thinking and enable them to reflect on their personal development and leave Juniper as kind, caring adults who are able to make a positive difference in the world.

Introduction

Juniper Hill School is a kind and respectful school that believes in empowering children to have the courage and understanding to live and contribute positively to our diverse world. We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school. The aim of this policy is to develop an understanding of the important role Spiritual, Moral, Social, Cultural and Diverse learning plays at Juniper.

Juniper Hill's Approach

Our approach to SMSC&D is embedded in our school vision and values.

Kindness – *At Juniper Hill we positively embrace different cultures and beliefs to ensure children are more open minded, accepting and tolerant.*

Enjoyment – *At Juniper Hill we provide a range of immersive and creative approaches to challenge pupils thinking.*

Achievement – *At Juniper Hill we support every child's individual and unique needs to ensure they are able to reach their highest potential.*

1. **RESPECT** - We recognise, respect and celebrate our local and global differences.
2. **COMMUNITY** - We promote positive relationships and acceptance of different cultures by creating links to communities around the world.
3. **COURAGE** - We empower children to have the courage to challenge injustices and to feel proud to be uniquely themselves.
4. **CURIOSITY** - We encourage children to use their curiosity to learn about themselves holistically in order to develop their spiritual self.
5. **INDEPENDENCE** – We aim to provide children with purposeful education so that they are able to independently make moral choices.

6. **CREATIVITY** – We will be creative in our teaching and provide a range of opportunities for children to explore different cultural experiences.

How do we view SMSC&D?

Spiritual

At Juniper, we understand that a child's spiritual development is about their personal growth and the journey they have embarked on. It is about them being able to effectively reflect on their beliefs (not just solely based on religion), their likes and dislikes and their strengths and weaknesses. Their spiritual growth will help them to build their sense of self and develop their understanding of personal motivators in order to better understand their unique potential.

Moral

At Juniper, we understand that a child's moral development is about growing their understanding of the difference between right and wrong and of moral conflict to enable them to build a framework of moral values which regulates their personal behaviour. We help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

Social

At Juniper, we understand that a child's social development is about children recognising and taking ownership of the part they play within their school community and wider society, both now and in the future. It involves pupils acquiring an understanding of the rights and responsibilities of being members of families and communities (locally, nationally and globally). We provide opportunities for them to develop their social skills in different contexts and encourage children to consider the impact of their own and others' actions to enable them to be able to relate positively and respectfully towards others. We help to nurture their development of the interpersonal skills needed for fostering lasting successful relationships.

Cultural

At Juniper, we understand that a child's cultural development is about them understanding and appreciating their own culture and other cultures in their community, Britain and throughout the world and how these cultural influences have shaped and continue to shape their own heritage and that of others. We provide children with opportunities to explore similarities and differences across different cultures, develop an interest in others' way of doing things, improve their understanding of and take part in cultural traditions. Children's cultural development will support them in building tolerances, acceptance and respect for different cultures and backgrounds. Through the use of different school experiences, we want to nurture children to show their respect and positive attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities even after they have finished their Juniper Hill journey.

Diversity




































At Juniper, we understand that a child's diversity development is about building their own self-awareness and recognising the importance of their own unique differences. We recognise that when discussing diversity, it can relate to a multitude of differences such as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies. At Juniper, we nurture children to be proud of their individuality and help them to recognise the importance of acknowledging and valuing the



















differences of others. We encourage children to treat others with equity, respect and fairness despite any differences we may have. We want every child to be proud of their differences and to develop the confidence to achieve their full potential.

Implementation

Every subject taught at Juniper contributes to the development of SMSC&D.

Examples of what SMSC&D looks like across the school:








Spiritual	<ul style="list-style-type: none">  PSHE lessons.  Circle time (EYFS / Year 1) and reflection opportunities in lessons and assemblies.  Life Skills lessons.  Wellbeing team.  Helpful Hippos.  Forest School activities ('Awe and Wonder' moments)  Afterschool clubs.  Nurture Club.  Half termly themes based on whole school values.  Residential visits.
Moral	<ul style="list-style-type: none">  Classroom rules and review of rules.  Behaviour and reward systems.  History lessons that explore old and new practices.  Anti-Bullying Policy, Equality Policy and Code of Conduct.  Taking part in Charitable projects and fundraisers. e.g. Wycombe Homeless Connection, Red Nose Day  Whole School Assemblies/Celebration assemblies.  Half termly themes based on whole school values.  Children's Committee's  Opportunities for children to make choices.  Forest School activities.  PSHE lessons.  Group work that allows for opportunities to exercise leadership and responsibilities.
Social	<ul style="list-style-type: none">  Educational visits/trips.  School links to other schools.  Extra-curricular and afterschool activities.  Inter-house competitions.  Sports Days.  Competing for Juniper in away tournaments.  Forest School activities.  Residential trips.  PSHE and Life Skills lessons.  Transition visits.  Cross-phase working.
Cultural	<ul style="list-style-type: none">  R.E. curriculum plans.  World Book Day.

	<ul style="list-style-type: none">  School visits and trips for example, visiting places of worship or museums.  Broad Art curriculum that covers a diverse range of artists influenced by different cultures and backgrounds.  Educational visits from different experts and people of different backgrounds, cultural groups and beliefs.  Author visits.  Celebrating a range of different cultural days.  Immersive days; Viking day, Roman day, Victorian day, World War 11 day.  Reinforcing the school's cultural links through displays, posters and exhibitions.  Assemblies covering different themes.
Diversity	<ul style="list-style-type: none">  Library books that explore a range of cultures and different backgrounds.  Headteacher assemblies.  World Book Day.  Celebration of International and Universal Days.  Joint projects with local, national and global schools.  PSHE and Life Skills lessons.  Broad Art curriculum that covers a diverse range of artists influenced by different cultures and backgrounds.  Recognising and nurturing particular gifts and talents; celebration assemblies, classroom rewards.  Opportunities for children to take part in extra-curricular activities and individual music lessons.  Inclusive P.E. curriculum that supports the development and inclusion of every child.




Roles and Responsibilities

We foster good relations by ensuring that Juniper Hill School is seen as a community school where all stakeholders contribute to the development of SMSC&D.








The role of the Headteacher is to:

-  Actively promote SMSC&D through different school aspects.
-  Implement the Policy.
-  Make sure staff are aware of the policy and are following it accordingly.
-  Monitor development of SMSC&D through discussions with the Juniper team.
-  Ensure there is no discrimination when it comes to employment.
-  Promote respect in all aspects of school life.
-  Deal with racist, sexist and bullying incidents fairly.







The role of the Leadership Team is to:

-  Actively promote SMSC&D throughout Juniper.
-  Ensure SMSC&D is embedded in the practise of teachers during observations and appraisals.
-  Treat all members of staff and children fairly and equally with respect.





The role of the SMSC&D Subject lead is to:

-  Ensure the policy is consistently monitored and updated.
-  Liaise with and support teachers and staff members in promoting SMSC&D.
-  Liaise with subject Governor and Headteacher to provide updates on SMSC&D school development.
-  Run staff meetings to develop SMSC&D understanding and knowledge.
-  Monitor curriculum overviews to ensure SMSC&D is embedded.
-  Monitor Evaluation sheets.
-  Provide opportunities and ideas for the school to develop SMSC&D.





The role of the Teachers is to:

-  Actively promote SMSC&D through different school aspects such as classroom displays, projects, lessons and subject leadership roles.
-  Read the SMSC&D Policy and all those that should be read in conjunction.
-  Treat all members of staff and children fairly and equally with respect.
-  Be critical of the resources used within lessons for example, using positive images of ethnic minorities.
-  Incorporate SMSC&D in planning and delivery of lessons.
-  Challenge incidents of prejudice.









The role of the Learning Support Assistants is to:

-  Actively promote SMSC&D through different school aspects.
-  Treat all members of staff and children fairly and equally with respect.
-  Challenge incidents of prejudice.
-  Read the SMSC&D Policy and all those that should be read in conjunction.


The role of the Admin team is to:


-  Actively promote SMSC&D through different school aspects.
-  Make sure staff are aware of the policy and are following it accordingly.
-  Treat all members of the community fairly and equally with respect.
-  Ensure letters sent via the school adhere to our school values.

The role of the Governors is to:




-  Actively promote SMSC&D through different school aspects.
-  Ensure implementation of the policy.
-  Ensure all members of the school community are treated fairly and equally.
-  Ensure there is no job discrimination on employment or on children applying.
-  Ensure all children in school have access to everything and that there is no discrimination of sex, religion or race.
-  Monitor the effectiveness of the policy.
-  Liaise with the Subject Lead and Headteacher to monitor the development of SMSC&D.
-  Monitor behaviour and exclusion so that no one is treated unfairly.

The role of the Parent Teacher Association is to:










-  Actively promote SMSC&D through different school projects.

-  Consider inclusion of all families and children when organising events.

The role of the Children is to:

-  Treat each other and members of their community fairly and kindly.
-  Approach learning with an open-mind and positive attitude.
-  Ask questions and explore their curiosity.

This Policy should be read in conjunction with:

-  Equalities Policy and Objectives
-  SEND Policy
-  Teaching and Learning Policy
-  Pupil Premium Policy
-  Anti-Bullying Policy
-  Life Skills Policy
-  PSHE Policy
-  Relational Policy
-  Behaviour Policy

Review

The SMSC & D Subject Leader will review this policy annually but if the government introduces any new regulations or the governors receive any recommendations of improvement it may be reviewed earlier.