



## Spiritual, Moral, Social and Cultural Development 2018-2019

To ensure that all children are meeting their true potential we provide a curriculum that is rich in spiritual, moral, social and cultural developments.

**Spiritual development:** this is not synonymous with religion; all areas of the curriculum may contribute to a pupil's spiritual development. It is about the development of a sense of self-worth, identity, personal insight, meaning and purpose.

**Moral development:** this is about building a framework of values for our children which supports personal behaviour. It is about shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change.

**Social development:** is about helping our children work effectively together and to participate effectively in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a the multi-racial, multi-cultural society that is modern Britain.

**Cultural development:** is about children understanding their own culture, other cultures within London and in the UK as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; it is about being able to operate in the culture of shared experiences provided by the arts, music, sport and through television, travel and the internet.

At Blue Gate Fields Junior School children:

- Reflect on beliefs, values and experiences; use their imagination and creativity, developing curiosity in their learning.
- Develop and apply and understanding of right and wrong in their school life and life outside school
- Take part in a range of activities requiring social skills, including sports and dance clubs, collaborative learning, cooking club, welcoming visitors...
- Develop and awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture and disability
- Gain a well-informed understanding of the options and challenges facing them as they move through school and onto the next stage of their education
- Overcome any barriers to their learning
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including an appreciation of theatre, music and literature.

In all we do, our aim is to support the emotional well-being of our pupils. We know that the good mental health of our children is crucial for them to be confident, happy learners.

	<b>How we promote SMSC</b>		
	<b>Activities</b>	<b>Evidence</b>	<b>Impact</b>
<b>Spiritual</b>	<p>RE: We follow the agreed curriculum for Tower Hamlets</p> <p>Assemblies: whole school and year group assemblies to share and promote values</p> <p>PHSCE: Jigsaw scheme, SCARF resources including the annual Lifebus experience</p> <p>Humanities curriculum</p> <p>Website</p> <p>Nurture groups:</p> <p>Growth Mindset</p> <p>Therapist support</p>	<p>RE classroom displays reflect learning about different faiths. The curriculum is multi faith.</p> <p>Year group and whole school assemblies reflect the school values.</p> <p>The Jigsaw scheme allows consistency and provides a shared message source that can be reinforced throughout school.</p> <p>Children are asked to reflect on their learning in many different contexts. They study the impact of past cultures on modern life.</p> <p>The school website reflects the SMSC ethos of the school. It is a showcase for sharing of experiences.</p> <p>The cooking club for targeted families, counsellor support, learning mentor, weekly farm visit for targeted pupils, bereavement counselling, friendship groups and anger managements sessions offer group, family and individual support.</p> <p>The school is embedding a growth mindset culture where children understand themselves as learners.</p> <p>The Counselling and Therapy team support pupils to be reflective individuals through individual, group and class drama work.</p>	<p>Children develop attitudes, values and principles; they show empathy and begin to be able to reflect on their own and others' behaviours beliefs and achievements.</p> <p>Children are learning to empathise with others and see beyond themselves. They learn to respect themselves and others.</p> <p>Pupils experience religion beyond their own.</p> <p>Pupils access the therapy support through adult and self-identification. The mental health of our pupils is paramount in order for them to become happier, more confident and well-adjusted individuals. We see impact through pupils' growing to ability to manage and regulate their behaviour, emotions and friendships. As a result, they become more able to successfully access learning.</p>

<b>Moral</b>	RE curriculum	The religious education curriculum is updated to be in line with the Tower Hamlets new agreed syllabus.	Pupils have confidence in themselves and in their community.
	Humanities curriculum	Pupils study the environment and discuss how they can have a positive impact on the world around them.	Pupils can talk about and give reasons for things being right and wrong.
	Whole school assemblies	Explore issues that are current, planned for or responsive to immediate need.	A positive atmosphere pervades school. Pupils look after each other and any conflicts are dealt with and resolved quickly and effectively.
	School Council Class councillors	School Council elections teach democracy. Annual elections ensure fairly elected councillors to represent classes. The school behaviour policy, written collaboratively by the School Council, is on the website.	Pupils have clear values which impact on their behaviour; they have a definite sense of what is right and wrong.
	Charity appeals	School council promotes money raising for charity – they support local charities (Shadwell Basin Outdoor Activity Centre and Alec’s Angels) and national campaigns (Comic Relief, Children in Need).	Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.
	PHSCE curriculum	Jigsaw scheme, Growth Mindset Scheme of Work, Learning Toolkit, SCARF resources and the annual Lifebus experience for all year groups	Vulnerable pupils are known and understood so that they can be supported in an individualised way.
	The Good News Book	The Good News Book is a record of pupils noticed for behaviour, attitudes and learning that is celebrated.	
	Nurture groups: friendship groups, anger management	The nurture groups have a strong emphasis on social and moral development.	
	Reading	Through guided reading children are encouraged to consider characters points of view, motives and to consider moral dilemmas.	
	Therapist support	The school employs two therapists who work to provide therapy and counselling. Pupils are supported to reflect on themselves in terms of right and wrong; they are guided to understand the consequences of their behaviour and actions. They are encouraged to appreciate the viewpoints of others.	
Anti-bullying ambassadors	A team of trained pupil ambassadors work with peers to tackle issues that are worrying for the children. They work with the School council to promote their roles in the playground.		

<b>Social</b>	In lessons	Children are engaged in partner talk, collaborative learning and group work.	Pupils are able to socialise with a range of people and pupils from other schools.
	Class council time	Pupil voice: an opportunity to share issues and to have opinions heard.	The school receives very positive comments from visitors to the school and the wider community when we go on trips.
	After school clubs	Sports Clubs encourage friendship and collaboration; they bridge the gap between school and after school study (Arabic classes, Islamic study) with physical activity. Daily after school clubs reflect different areas of the curriculum and offer opportunities to explore learning out of school hours.	Pupils build friendships and relationships.
	Lunch time clubs: games, sewing, computer, cooking	The cooking club encourages social behaviour and support parents with their social interactions. Lunchtime clubs encourage collaborative play and offer respite from the playground for those in need.	There is a close knit supportive school community.  Pupils feel that they have a say in their school.
	Transition support: Infant to Junior and Junior to Secondary	There is a programme of transition activity, reviewed annually, to support the transition from Infant to Junior School.	Pupils exercise responsibility.
	Charity support: Red Nose Day	Opportunities to work across age ranges and with parents.	Parents are involved socially in the school community.
	Community links: Aspiration Day, Classroom Café and Playground Picnic, Parents to Lunch, Parent groups (fitness, writing and ceramics), The Learning Exhibition and health related workshops.	Planned events bring the school and wider community together.	
	Sports: Young Leaders	Encourages older pupils to support younger children. Sport covers a range of activities and is used as a tool for supporting social skills and good health. The Sports Leaders support the Infant School sports day.	
	Residential visit	Year 6 spend time away from home; a chance to work together on challenging outdoor activities.	
	Sports Day	Pupils work together on competitive activities.	

	<p>Supported play in the playground</p> <p>School nurse led events</p>	<p>Pupils play together and are supported to get on. Play time is a happy and social time. There are very few incidences of racism. Play is across age ranges and, to some degree, gender. Adults support children to develop friendships and to play fairly. Playground supervisors receive ongoing training to know and understand the vulnerable pupils in the playground.</p> <p>The school nurse leads health education workshops within a social setting to tackle issues such as winter health, dealing with allergies and asthma.</p>	
<b>Cultural</b>	<p>Visits, art galleries, theatre, Young Shakespeare, museums – London as a learning resource</p> <p>Library: World Book Day, Boys’ Book Group, Tower Hamlets Book Award, Picture Book Competition, Author visits, Reading Challenges: the Ideas Store and Royal Society Science Book Review group</p> <p>Musical performances</p> <p>Cultural Dance lessons and performances</p> <p>Website</p>	<p>The curriculum reflects cultures from around the world.</p> <p>A programme of trips takes pupils out of the local area to expose them to cultural activities and historical locations.</p> <p>The library provides extensive access to a wide and rich range of literature that comes from English and foreign cultures. Our full time librarian offers guided support in choosing and enjoying books.</p> <p>Assemblies that are shared events offer a time to enjoy musical performances.</p> <p>Specialist teacher teaches traditional Indian dance.</p> <p>The website is a showcase for the cultural activities of the school.</p>	<p>Pupils gain an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their talents and to feel valued for this.</p> <p>They experience opportunities for awe and wonder.</p>