

Blue Gate Fields Junior School



Spiritual, Moral, Social and Cultural Development

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 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, and 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 an understanding of right and wrong in their school life and life outside school.
- Take part in a range of activities requiring social skills such as sports and dance clubs, collaborative learning and assemblies.
- Develop an 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.

At Blue Gate Fields Junior School pupils are shown that belonging is important:

- They develop a world-view that reflects the true diversity of Britain and the world we live in.
- They hear diverse and accurate narratives which foster understanding of the varied identities and experiences that encompass the global human experience.
- They are taught to value positive relationships, challenge discrimination and promote equality and community cohesion.
- The principle of visibility and promotion of diverse narratives is woven through the curriculum; they develop deep and nuanced understanding of different cultures and identities.
- They are provided with windows and mirrors. Windows to explore the differing experiences of other people to foster understanding and acceptance of others and mirrors to see themselves in their learning experiences and to reflect their own lives (after Rudine Sims Bishop).

Through comparing their own experiences alongside experiences of others, whilst accepting and valuing both, pupils are provided with learning opportunities that develop their sense of belonging. They are able to deepen their understanding of their own identities in order to build confidence and self-belief. This enables pupils to understand their ability and responsibility to ensure a fairer and more equal world, and encourage them to engage in their communities as local, national and global citizens.

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.

	How we promote SMSC		
	Activities	Evidence	Impact
Spiritual	<p>RE: We follow the agreed curriculum for Tower Hamlets and our own bespoke curriculum</p> <p>Assemblies: Year group and class 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>Where there are RE classroom displays, they reflect learning about different faiths. The curriculum is multi-faith.</p> <p>Assemblies reflect and promote the school values.</p> <p>The Jigsaw scheme, and SCARF resources, allow consistency and provide 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>Counsellor/therapist support, learning mentor, bereavement counselling, friendship groups and anger management sessions offer group, family and individual support.</p> <p>The school has embedded a growth mindset culture where children understand themselves as learners.</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. They discuss Big Questions through philosophical talk.</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 demonstrate resilience in learning; they persist and see mistakes as part of a process of self-development.</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 increasingly able to successfully access learning.</p>

	<p>Therapist support Reflective, personal listening: meditation</p>	<p>The Counselling and Therapy team support pupils to be reflective individuals through individual, group and class drama work.</p> <p>Our therapists create bespoke 'mediations' – 'Be kind to yourself', 'Appreciation Forest'. Children can use the now>press>play wireless headphones for a uniquely personal listening, thinking and reflection experience.</p>	
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Moral	RE curriculum	The religious education curriculum is 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.	
	Assemblies	Explore issues that are current, planned for or responsive to immediate need. Assemblies focus on kindness to oneself and others.	Pupils can talk about and give reasons for things being right and wrong. Pupils feel that they have a say and a voice in their school.
	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. School Council promotes whole school initiatives to develop understanding of kindness and friendship.	A positive atmosphere pervades school. Pupils look after each other and any conflicts are dealt with and resolved quickly and effectively.
	Charity appeals	School council promotes money raising for charity – they support local charities (Shadwell Basin Outdoor Activity Centre, Alec’s Angels and St Joseph’s Hospice) and national campaigns (Comic Relief, Children in Need).	Pupils have clear values which impact on their behaviour; they have a definite sense of what is right and wrong.
	PHSCE curriculum	Jigsaw scheme, Growth Mindset Scheme of Work, Learning Toolkit, SCARF resources and the annual Lifebus experience for all year groups. Lessons are tailored to the specific needs of our children.	Pupils enjoy celebrating others’ achievements and have opportunities to feel proud of themselves and others.

	<p>Nurture groups: friendship groups, anger management</p> <p>Reading</p> <p>Therapist support</p> <p>Anti-bullying ambassadors</p> <p>Within lessons</p>	<p>The nurture groups have a strong emphasis on social and moral development.</p> <p>Through reading children are encouraged to consider characters' points of view, motives and to consider moral dilemmas.</p> <p>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.</p> <p>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.</p> <p>Children are guided to work as a team, give peer feedback for kind, polite, yet critical advice for improvement.</p>	<p>The library is at the centre of the school; it is well used and reading is a highly valued activity.</p> <p>Vulnerable pupils are known and understood so that they can be supported in an individualised way.</p> <p>This activity will resume in 2021-2022.</p>
Social	<p>In lessons</p> <p>Time to Talk</p> <p>After school clubs</p> <p>Lunch time clubs: games, sewing, computer</p> <p>Family Cooking Club</p>	<p>Children are engaged in partner talk, collaborative learning and group work.</p> <p>Pupil voice: an opportunity to share issues and to have opinions heard. To socialise and make connections; to offer empathy and support to other children.</p> <p>Sports Clubs encourage friendship and collaboration; they bridge the gap between school and after school study (Arabic classes, Islamic study) with physical activity.</p> <p>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.</p>	<p>Pupils are able to socialise with a range of people.</p> <p>Pupils build friendships and relationships.</p> <p>There is a close knit supportive school community.</p> <p>Pupils exercise responsibility.</p> <p>Parents are involved socially in the school community.</p>

	<p>Transition support: Infant to Junior and Junior to Secondary</p> <p>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.</p> <p>Residential visits</p> <p>Sports Day</p> <p>Supported social play in the playground: pupil to pupil and adult to pupil</p> <p>School nurse led events</p> <p>Small group nurturing pottery session</p> <p>Anti-bullying</p>	<p>There is a programme of transition activity, reviewed annually, to support the transition from the Infant to Junior School, and from junior to secondary school.</p> <p>Planned events bring the school and wider community together.</p> <p>Year 6 spend time away from home; a chance to work together on challenging outdoor activities. Other year groups spend time at Gorsefield Rural Studies Centre.</p> <p>Pupils work together on competitive activities.</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 conflict. 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> <p>Pupils can experience a quiet, calm time to be creative</p> <p>Anti-bullying education (assemblies and PHSCE) deals with reasons why some children may experience bullying more than others. Social reasons are explored.</p>	<p>Under adult guidance, pupils benefit from small group social interaction opportunities.</p> <p>Pupils grow understanding of a social model for inclusion.</p>
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<p>Cultural</p>	<p>Visits, art galleries, theatre, Young Shakespeare, museums – London as a learning resource (some activities will be limited due to Covid 19 precautions)</p> <p>Library: World Book Day, Boys’ Book Group, Tower Hamlets Book Award, Greenaway Award shadowing, Picture Book Competition, Author visits, Reading Challenges: the Ideas Store and Royal Society Science Book Review group, Children’s Book Show (and associated workshops), CLiPPA (Centre for Literacy in Primary Poetry)</p> <p>Musical performances</p> <p>Website</p> <p>See Think Wonder Journals Listen Think Wonder activities</p> <p>Arts Council for year 5 and 6</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 many different 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>The website is a showcase for the cultural activities of the school.</p> <p>Pupils experience reflective talk opportunities based around works of art and music</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> <p>Pupils are exposed to the work of a wide variety of art and artists and learn to talk about their thoughts and feelings around these experiences. They are learning to develop evaluative talk.</p>
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