

<p><b>Subject content and supporting statement - Key stage 1 &amp; 2</b></p>	<p><b>Statement supporting Social, Moral, Spiritual and Cultural Development at Bush Hill Park</b></p> <p>At Bush Hill Park Primary School, SMSC is at the heart of school life, embedded through the curriculum and culture that we promote. It can be seen in the day-to-day interactions of all children and adults, assemblies, extra-curricular learning, our school council and our whole school events. SMSC plays a significant role in children’s happiness, learning and achievement. At Bush Hill Park Primary School, we are a very diverse community held together by the strong vision, aims and values which are embedded in our school. We pride ourselves in providing a school environment that celebrates our entire community and recognises our differences in a positive way. As such we are proud to have been awarded Flagship status for the Inclusion Quality Mark. school.</p> <p><b>Spiritual</b></p> <ul style="list-style-type: none"><li>* We want our children to be reflective about their own beliefs, religious or otherwise, which inform their views on life and their interest in and respect for different people’s faiths, feelings and values;</li><li>* We give children the vocabulary to understand and explore human feelings and emotions, the way they impact on people and how an understanding of them can support themselves and others;</li><li>* We encourage our children to have a sense of enjoyment and fascination in learning about themselves, others and the world around them and to be able to use their imagination and creativity in their learning and to be willing to reflect on their experiences;</li><li>* We create a climate in which everyone can grow and flourish and all respect others and can expect respect in return.</li></ul> <p><b>Moral</b></p> <ul style="list-style-type: none"><li>* Our children will learn to recognise the difference between right and wrong and apply this understanding in their own lives. They will be able to recognise boundaries and, in so doing, respect rules within school and beyond and see the values in this;</li><li>* The children are consistently supported with their behaviour development as they learn to navigate their own through our trauma informed approach. Children are taught from a very early age self-regulation strategies and the impact that their behaviour can have on others, including intended and unintended consequences of their actions.</li><li>* We encourage the children to be interested in investigating and offering reasoned views about moral and ethical issues, so that they are able to understand and appreciate the viewpoints of others on these issues. Circle Time sessions are explicitly time tabled for this.</li></ul>
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\* We have developed an open and safe learning environment in which children can express their views and practise moral decision making;

\* We actively model through the quality of relationships and interactions, fairness, integrity, respect for others and resolution of conflict that children should expect throughout their life.

### **Social**

\* We want our children to be able to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. We provide positive collective experiences through assemblies, team experiences, residential experiences and school productions;

\* Our children are encouraged to participate in a variety of community and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively. We foster a sense of community, with common, inclusive values including our school values of respect, resilience and responsibility and we foster personal qualities that will enable children to thrive both inside and outside of the school environment;

\* The culture of the school supports the children to understand and accept the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our trauma informed approach ensures that the children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;

\* We provide opportunities for children to engage in the democratic process and to participate in community life, such as through the school council and local volunteering projects;

### **Cultural**

\* Our curriculum enables our children to gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others, primarily through our diverse curriculum offer but also through whole school events such as our annual celebration of Black History Month;

\* Children understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain and they find value in the things we share in common across cultural, religious and ethnic communities;

\* Britain's democratic heritage is embedded in our school culture and reference is made to this as appropriate, focusing on our rights and responsibilities as citizens within our community;

SMSC Curriculum Map: KS1 & KS2 2022-23

	<p>* Our school culture provides a whole range of different opportunities for all children and they are expected to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>* The many different cultures and backgrounds found within the school enable children to explore and improve their understanding of different faiths, showing respect for each other's faiths and celebrating the cultural diversity which is a real strength of the school. They learn to understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different groups of people in the local, national and global communities.</p>					
<b>Whole school events</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<ul style="list-style-type: none"> <li>-BHM</li> <li>-Harvest assembly</li> <li>-Parent's evenings</li> <li>-E-safety workshops for all year groups</li> <li>- School Council Elections</li> <li>-FOBHPS Harvest Festival</li> <li>-FOBHPS GLOW disco</li> <li>-BHM Community celebration/ Showcase</li> </ul>	<ul style="list-style-type: none"> <li>-Bush Hill Park Church Visit (Advent)</li> <li>-Christmas assemblies including KS1 Nativities</li> <li>-MandM productions</li> <li>Pantomime Whole School</li> <li>-Christmas Carols in the playground</li> <li>Community Event</li> <li>-Anti bullying week (and workshops)</li> </ul>	<ul style="list-style-type: none"> <li>-Children's Mental Health Awareness Week</li> <li>-Parent's evenings</li> </ul>	<ul style="list-style-type: none"> <li>-World Book Day</li> <li>-Community Art Event</li> <li>-Science Competition</li> <li>-Buddy Class Readers</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school Mosque visit Eid (date dependent) (Moved to Summer 2)</li> </ul>	<ul style="list-style-type: none"> <li>-Sports Day at Lee Valley Athletics Centre</li> <li>-Multicultural Day inc community event</li> <li>-The Summer Fete</li> <li>-Arts week</li> <li>-Sponsored Read</li> </ul>
<b>Circle Time</b>	<p>All year groups take part in Circle Time or PSHE on alternate weeks which enables the sharing of our school values, discussions with our school councillors, mindfulness, stories/poetry with additional messages, and special events or themes that have been brought up in weekly assemblies.</p>					
<b>Other events</b>	<p>SLT/Class/Music/Achievement assemblies, Parent coffee mornings, Parent Reading together, Buddy Class Readers</p>					