

ST.BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning



KEY FEATURES OF SMSC AT ST.BEDE'S CATHOLIC JUNIOR SCHOOL

ACTIVITIES	SPIRITUAL	MORAL	SOCIAL	CULTURAL
<p>Assemblies</p>	<p>Links to ‘Come and See’, explore beliefs and experiences, links to scripture, investigate other communities, creative approach to exploring themes and issues</p> <p>The children gather together to praise God in Rejoice in Song. A great sense of community is created when the children sing together.</p> <p>The Foundry assemblies are relevant, child-friendly illustrations of how God is present in our lives.</p> <p>Themes address spiritual needs of the children</p> <p>Prayer – personal and collective.</p>	<p>Assemblies allow children to investigate / reflect on moral issues in a creative way; share views and opinions with community</p> <p>Copstars; Magistrate visit; Mayor/MP visits; SEAL assemblies</p> <p>Positively praising the children in assembly develops their understanding of what is right and wrong (positive consequences).</p> <p>Presentation of bronze, silver and gold awards. Headteacher’s special work assembly. Competition winners announced and photographs taken.</p> <p>Moral teaching is addressed in all assemblies.</p>	<p>’Gather Together and Celebrate’: Opportunity to invite wider community; children work together to produce an assembly; visitors widen children’s opinions/experiences.</p> <p>Fairtrade; World Book Day; class celebrations of teampoints; celebration of good work assemblies</p> <p>Families, governors/ and special visitors are invited to share assemblies with the children.</p> <p>Respect and gratitude is shown when the children share a special gift with their visitors to say thank you for sharing their time.</p>	<p>Assemblies based on multi-cultural themes (e.g. Chinese New Year); Assemblies about British Values; International Days; international visitors; Chinese Immersion and follow-up</p> <p>Assemblies raise awareness of different cultures, religions and traditions e.g. Hinduism/ Judaism.</p> <p>‘Global Dimension’ assembly values the cultural diversity in the world.</p> <p>Assemblies address traditions from different national, cultural, racial and religious backgrounds.</p>

<p>Collective Worship</p>	<p>God is at the centre of our Collective Worships. The children celebrate together, listen to a passage from the Bible, reflect on their understanding and consider how they will ‘go forth’ and take their learning and implement it in their own lives.</p> <p>Parents invited at Advent and Lent.</p> <p>Links to ‘Come and See’ and pupil volunteers set up the focus table independently, the artefacts and music</p> <p>Children are given the opportunity to be still , silent and reflect on their own lives and our shared lives with others.</p>	<p>Thematic approaches have a moral dimension that children, staff and families explore throughout Collective Worship.</p> <p>Presents opportunities for children to consider right from wrong and reflect on themselves and their actions. They reflect on Jesus’ teaching and think about how they could be better people.</p> <p>Children are guided to think about values and the need to accept rules so that we work together in peace</p>	<p>Gathering together as a lower/upper school or as a year group or class and sharing worries/concerns and praying for one another and for our community.</p> <p>Encouraging children to live out the Gospel Values and love one another. They are taught the importance of forgiveness and to respect difference and celebrate each other.</p> <p>On Thursdays children offer prayers to people in our local community who help us.</p> <p>Opportunity to invite wider community; children work together to produce a Collective Worship celebration.</p>	<p>Due to thematic approach, cultural dimensions are explored in Collective Worship.</p> <p>On Fridays children offer their prayers to people in our world</p> <p>Themes often involve cultural diversity.</p> <p>Gives opportunities for children to consider people from other religions and countries. They pray for people around our world who need help. Collective Worship allows valuable reflective time to understand and discuss issues from around the world e.g. refugees.</p>
<p>Fundraising</p>	<p>Lenten Fundraising: following in Jesus’ footsteps to show love and support to others.</p>	<p>Awareness of ethical responsibilities contribute to children’s fundraising efforts</p>	<p>Fairtrade; Lenten Stalls – Nugent Care; Mary’s Meals; individual pupils – e.g. hair cut for child cancer suffers</p>	<p>CAFOD, Mary’s Meals Fundraising for different groups / communities nationally and internationally</p>

	<p>Working together to help others</p> <p>Fundraising for charities globally.</p>	<p>Fundraising helps us to recognise that we have a moral duty to respond to certain issues, locally, nationally and internationally.</p>	<p>Food Bank – supporting and helping people in our local community. Children are aware that there are local people in our own community who are in need, not just in the wider world.</p> <p>Links to local and international bodies that receive funds raised (e.g. Mary’s Meals, Mini-Vinnies), singing in local stores to fundraise.</p> <p>Fundraising demands that we work together.</p>	<p>Fundraising activities include people from other cultural background; the Christmas and Easter Bingo and The Christmas Fayre include all members of the local and wider community who wish to be involved.</p>
Acts of Charity	<p>Links to religious groups, such as Mini Vinnies.</p> <p>The Mini Vinnies consider Prayer as an important aspect of each meeting.</p> <p>Whole community consider the importance of prayer and acts of charity as a way of supporting those in need.</p>	<p>Pupils demonstrate an understanding of the need to support those less fortunate and that it is right to support these groups in our community</p> <p>As Christians we believe that we have a moral obligation to serve others and share what we have. Our beliefs centre on our Christian responsibility</p>	<p>Knitting for Africa; Staff Christmas Card charities Singing at Christmas in residential and care home, Lenten fundraising for Nugent Care and Advent fundraising.</p> <p>Charitable acts enable ALL children to recognise their Christian role in society.</p>	<p>Acts of charity have no bounds in St Bede’s and our service for others crosses cultural barriers as we respond to needs as they arise, such as the sending of knitwear to Africa, books and learning materials to Gambia.</p>

		<p>which is reflected in the Gospel Values which underpin our mission and ethos.</p>	<p>The charitable acts are very inclusive, so all pupils are given the opportunity to feel part of a community working towards a common good e.g. shoe appeal, foodbank appeal.</p> <p>Acts of Charity involves the whole community and we work together as a team. We encourage each other and involve our families and friends. We also work with the parish and with members of the Foodbank as we serve the needs of others.</p>	
Competitions	<p>Competitions give children the chance to work to their strengths and they often boost children's spiritual well – being when they produce good work and even win!</p>	<p>Awareness of need to raise funds for ethical reasons in a variety of creative ways, enthuse participation in ethical issues</p> <p>Competing against other schools develops sense of fair play and sporting behaviour.</p> <p>Magistrate competition:</p>	<p>Opportunities to play sports in teams against others in a competitive and non-competitive situation.</p> <p>Primary mock trial competition is to be based on the theme of harassment without violence (cyber bullying)</p> <p>Participating in</p>	<p>Competitions often involve cultural considerations: e.g. a Christmas stamp design; British Values photography competition, Extreme Reading</p>

		<p>Primary Mock Trial– teaches children about right/wrong and what may happen in a Magistrate’s court.</p> <p>Fairtrade poster competition raises awareness of the important moral issue.</p> <p>Competitions provide opportunities for children to accept rules and abide by them.</p>	<p>competitions with other schools develops an understanding of living in a community.</p> <p>Competition develops good relationships that are based on tolerance and mutual respect. They also give children to tools needed live harmoniously in the future.</p> <p>Parents and carers are invited to Sports Afternoon to celebrate the sporting achievements of their children.</p> <p>Competitions allow community cohesion; bring groups together and all work for the same aim.</p>	
Classroom Environment	<p>Religious Education focus tables and displays which are updated as children move through topic.</p> <p>The children’s day begins and ends with the opportunity to be</p>	<p>Behaviour Agreements/ Class Charters School Behaviour for Learning Policy, Mission Statement and class rules displayed in class (and in Learning Diaries) which promote moralistic</p>	<p>Teams displayed (often on wardrobes as a sense of togetherness and/or to build a sense of identity)</p> <p>Multitude of clubs and visitors that promote and link to the ethos of the</p>	<p>British Values flags displayed for our own cultural identity</p> <p>Links to other countries through History / Geography / Come and See displays</p>

	<p>reflective and quiet during prayer or collective worship.</p> <p>The children's spiritual well-being is enriched through classroom displays e.g. seeing their work being celebrated helps a child to feel worthy and loved.</p> <p>Evidence of current appeals the school is working towards. Holy book on display in class.</p> <p>Inspiring 'quotes' to engage learners</p> <p>Celebrating children's work can help to create spiritual well-being.... Children enjoy seeing their work displayed and helps them to feel loved and respected.</p>	<p>approach to solving challenges/disputes; 'Reflection' to think of different ways to solve moral dilemmas.</p> <p>Moral development is evident through the children taking responsibility for their actions e.g. sad face for not following a classroom rule.</p> <p>Positive praise helps the children to develop their understanding of what is right and wrong. Children are praised with team points, dojos, stickers and certificates for hard work.</p>	<p>school and the thematic approach to Come and See.</p> <p>A sense of community and good relationships are created through:</p> <ul style="list-style-type: none"> a) Talking Partners b) Group Work c) Shared reading areas d) People carrying out certain monitoring jobs e.g. collecting books in to help others <p>Enforced classroom rules ensure mutual respect and tolerance is shown.</p> <p>The children contribute to writing class charters, which to create a sense of ownership and a harmonious community.</p> <p>The school rules help the children to accept equality within the classroom environment</p>	<p>The rules help to foster the importance of rules outside the classroom and they support the cultural values of the community and the country.</p>
Texts	Come and See recommended texts; RE	Year 6: Reading 'The Boy in the Striped Pyjamas' as	Year 5 There's a Boy in the Girls' Bathroom	Texts that teach about other cultural experiences

	<p>focus tables provide prayer/reflection books.</p> <p>Biblical scriptures, scriptures from other faiths.</p> <p>The Lion, the Witch and the Wardrobe presents the country during the war and is a well-known allegory.</p> <p>Journey To Jo’Burg helps children to consider injustices which existed and still exist in the world today. These beliefs affect the spiritual well- being of the characters in the texts.</p>	<p>class reader and debating the issues it raises. Crime and Punishment topic. Year 5: The Highwayman (moral issues of capital punishment/theft etc) Year 4: Jemmy Button (moral issues of colonialism).</p> <p>A range of texts studied which have a moral dimension e.g. Journey to Jo’burg.</p> <p>Texts address rules and the fight between good and evil through fiction and non-fiction texts.</p>	<p>(Bullying/friendship issues).</p> <p>Texts present some of the social beliefs of the times when the books were written: The Lion, the Witch and the Wardrobe: evacuation Journey To Jo’Burg: apartheid in South Africa.</p>	<p>such as Gregory Cool/The Butterfly Lion.</p> <p>A range of multi-cultural texts covered e.g. Gregory Cool.</p> <p>Texts present the culture of the countries in which the texts are set and help the children to have an understanding of the culture which existed, for example apartheid in South Africa.</p>
Learning Walks	<p>Learning Walks help to promote the well-being of the staff and pupils as work in each class was celebrated.</p> <p>Good practice is celebrated.</p>	<p>Learning Walks endorse the accepted ‘ground rules’ and shared vision of excellence and enjoyment of the school.</p>	<p>Collaborative learning and an open nature to share good practice and reinforce sense of one community working together for the best of the pupils.</p> <p>Learning Walks provide evidence of the positive social interaction between</p>	<p>Learning Walks confirmed that other cultures are celebrated in the form of displays in and around the school.</p> <p>History Learning Walk: children learning about history of other cultures e.g. Ancient Egyptians.</p>

			staff and pupils as learning takes place. It also confirms the importance of children learning in an atmosphere of co-operation and respect.	
Themed Weeks	<p>Themed weeks help the children to celebrate aspects of their learning and this creates a love of learning.</p> <p>Science Week ignites a love of finding out new and exciting things in a fun way; this gives children a great buzz and helps to boost children's spiritual well-being. Children were given the responsibility to plan and teach a science lesson; children taking control of their learning.</p>	<p>Themed weeks promote specific rules related to specific topics. e.g. Safety in Science Rules promoted during Science week.</p> <p>PSHE Week helps children learn about right/wrong.</p>	Themed weeks bring the whole school together and this affects the ethos and children's perceptions about belonging and working with the same goals.	Themed weeks are sometimes based on culture e.g. Judaism and Hinduism weeks focus on the specific cultures and traditions of our Hindi and Jewish friends.
International Days	International Days provide opportunities for the children to reflect on important issues and sometimes these days present prayer times for	Armistice Day is commemorated every year with assembly/display/visit to Cenotaph/Last Post.	Shared in Sharing Learning books to raise community/parent/carer awareness; shared on Social Media, website and in newsletter	International Schools Award evidence: three per year. Themes planned for every year and variety of days and focus strategically planned.

	<p>the children e.g. Remembrance Day, Family Fast Days.</p>	<p>International Days provide opportunities for staff to teach about specific rules relating to particular issues e.g. Fairtrade rules, World Wildlife Day strategies.</p> <p>International Days, such as the eradication of poverty; child soldiers; deforestation and desertification and Armistice Day educate children in moral dilemmas,</p>	<p>World Wildlife Day: encourages the children to think about how they could work together to support wildlife and develop sustainability. After hearing about how children from the school Wildlife Club have made a difference to the wildlife in our local community, many children worked together to copy the ideas presented to them.</p> <p>International Days promote the work of The United Nations and help the children to recognise the importance of working together on global issues.</p>	<p>International Days help the children to consider and learn about different cultures around the world.</p>
<p>Educational Visits</p>	<p>Year Group Masses: Father Bill leading reflections in each class.</p> <p>Educational Visits provide children with learning opportunities outside the classroom and support spiritual well- being by helping children to feel</p>	<p>Year 6 Magistrate Competition launched Spring 2017.</p> <p>Educational Visits promote the importance of accepting rules outside the classroom particularly those which involve health and safety.</p>	<p>School Council Visit to Town Hall and House of Parliament.</p> <p>Educational Visits promote the need to work in collaboration with all those concerned with the visit.</p>	<p>Chinese Immersion Summer School in Oakham.</p> <p>Year 3 visit to Warrington Museum and Art Gallery develops children's appreciation of different cultures and beliefs in Ancient Egypt.</p>

	excited about their learning.			<p>Behind the scenes trip to Tesco helps children to develop and awareness of the important role different countries and cultures play in our food industry.</p> <p>Educational Visits introduce children to different cultures and helps them to experience their learning outside the classroom.</p>
Residential Visits	<p>Residential Visits promote spiritual well- being.</p> <p>Children are excited about their visits, look forward to them and they give children opportunities to wonder at: Beeston Castle, the Country side, the sea, Spain (Barcelona).</p>	<p>Residential Visits ensure that children think about rules and accepted behaviour in different settings.</p> <p>They also help the children to understand that rules accepted in school and home are transferred into all aspects of our lives.</p>	<p>Children interact with each other, staff and others they come into contact with in a different environment (Beeston, London, Llandudno, Spain, Pioneer).</p> <p>Children gain a sense of independence and are encouraged to look after themselves and their belongings in a different situation than within home or school.</p> <p>Residential Visits are great social occasions when</p>	<p>Spain visit; London trip (contrast of a multi-cultural city).</p> <p>Spain trip: provides many opportunities to encounter people from another country and experience different traditions; food; promote the learning of city culture in Barcelona and visit to Spanish School.</p>

			children enjoy the company of their friends in different settings. They are times when great relationships are forged.	
School Council	School Council helps to give the children a sense of worth; it gives all children a voice and this helps them to feel good about themselves.	<p>Work with School Council on a Zero Tolerance Policy (to discriminatory and/or prejudicial language).</p> <p>Encourages children to consider rights and responsibilities. Democratic process followed to elect Class Councillor.</p> <p>School Council learn about the rules of the Local Council and visit the Town Hall and talk to Councillors.</p> <p>Visit from Magistrate, COPSTARS all help the children to understand rules and consequences.</p>	<p>School Council promotes the importance of working together as a team for the good of others. They learn about being a representative for others and about being fair and the voice for their friends</p> <p>Fairtrade Steering Council; Reading Rewards; playground markings</p>	School Council promotes the culture of the school when we support those in need through our fundraising.
Do school displays reflect SMSC?	All displays promote the well-being of all pupils from photographs	International displays e.g. African knitting	Celebrations of work such as Proud Wall/Wall of Fame/Pobblers of the	British Values display International links displayed

	<p>celebrating life and learning and work which celebrates excellence and talent.</p> <p>School (and Gospel) Values exhibited in the Hall displays</p> <p>Come and See displays</p>	<p>Growth Mindset displays; Behaviour for Learning and Attitudes to Learning.</p> <p>Rules are displayed throughout the school which reflect moral aspects of school life: classrooms rules; Eden Rules; Anti-bullying.</p> <p>Moral obligation and Christian Responsibility promoted through displays.</p>	<p>Week/ Christmas Productions</p> <p>Many displays promote the social life of the school, production display, London, Llandudno and Beeston.</p>	<p>Different cultures are promoted through display: China, India, work of CAFOD and 'Fish and Chip' babies</p>
<p>Does the school website reflect SMSC?</p>	<p>Religious Education information, including Collective Worship Assemblies SMSC/ British Values tab</p>	<p>Behaviour for Learning Policy Safeguarding information SMSC / British Values tab</p>	<p>Kitemarks SEND info for inclusion Extra-curricular clubs Our Galleries Our News Twitter Facebook Website</p>	<p>Our Galleries Our News Twitter Facebook Website</p>