



Spiritual, moral, social & cultural (SMSC) statement

Spiritual, moral, social & cultural (SMSC) development is the foundation of the school ethos & the curriculum

Spiritual

- Pupils start their day with a positive and cheerful welcome by staff as they come into school.
- This positive attitude is evident throughout the school day resulting in a happy, vibrant working environment where staff and pupils are inspired to do their best, commented on by visitors to the school. We also value the time and space pupils require ‘to be just them’, to develop their personality, to take the lead, and not be ‘done to’.
- The need for quiet reflection for pupils is recognised and ‘Quiet Time’ is part of the class daily time table at the end of each day and at the end of assemblies. There is a focus on a specific relevant subject e.g. a child who is poorly at home.
- Weekly EYFS&KS1, KS2 and whole school assemblies provide opportunities for the recognition and celebration of Red Gates rich and diverse cultural population, children’s achievements and birthdays. Parent questionnaire 2014, ‘I think the school is very good at celebrating different cultures’. Assemblies are a true reflection of the school’s ethos.
- Plenaries give opportunities for staff and pupils to consider and celebrate their achievements e.g. personal targets. More able pupils are also able to show recognition of the achievement of their peers.
- Reward systems are in place and pupil self assessment gives pupils opportunities to reflect on their own work, behaviour and to take pride in what they have done e.g. YR5&6 pupils showing parents around their Christmas craft fayre
- Also refer to ‘Cultural Development’

Moral development

- The positive approach to managing behaviour is consistent, effective and therefore pupils’ behaviour is good.
- Pupils are taught to understand right from wrong in every day situations and more able pupils are able to recognise this in their own behaviour and that of their peers. They are given time to problem solve, to reflect on what is right and wrong and make decisions accordingly.
- Pupils with challenging behaviour learn to manage behaviour through strategies within behaviour support plans. Reward systems are used to re-inforce good behaviour.
- Pupils are encouraged and supported to listen and gain an understanding of different views, form and express opinions in every day situations supported by AACs. The school council achievements are evidence of this approach.
- Pupils are supported to research the internet safely, recognizing what is ‘good’ and ‘bad’ and to respond appropriately.

Social development

- Development of social skills is evident throughout the school day from when pupils are first welcomed into school in the morning. Communication is the basis of socialisation and pupils learn to listen, make choices and express their views supported by AACs.
- Within school pupils develop an awareness of and respect for others, interacting with each other, being part of a group, taking their turn, building relationships and making friends. Evident in class, department events, playground, assemblies, lunch time clubs (football, choir, athletics, gardening).
- Different teaching approaches are used to extend social skills at different levels of development: tolerating working alongside a peer, co-operative working, pairs working independently, group role play.
- The school is passionate about working in partnership with parents and families, striving to involve all parents in the life of the school from Reception e.g. Starter programme, Friends of Red Gates, Family learning, siblings afternoon, parents joining classes.
- The school’s excellent inclusion practice extends social opportunities for pupils through established links with the co-located primary school and Selsdon Education Partnership (SEP). Events 2014: Healthy cooking, Cheer leading, Sensory carousel (art work US corridor), Sherborne, Forest School activities, YR6 Prom.
- Each class has a weekly inclusion link with another class at Gilbert Scott Primary or Courtwood Primary, curriculum focus planned half termly.

- Educational visits extend pupils' social awareness and supports their learning about the local and wider community e.g. learning walks, travelling on the tram to the park, transport museum, science museum (pupils from different classes).
- On a different level members of the school council learn to listen to the views of others, negotiate and make choices on behalf of their peers for the school e.g. attending SEP council meeting, selecting the front cover design for the carol concert programme, Easter colouring competition.

Cultural development

- The school provides a positive, inclusive learning and working environment, based on respect for people's differences. Our practice reflects the Statutory Code of Practice on the Duty to Promote Race Equality, and equality of opportunity and good race relations across all areas of school activity. Promoting race equality is central to the ethos at Red Gates. This is evident in the teaching of the curriculum, within a climate of honesty and openness with pupils, staff, parents/carers, governors, other professionals and all concerned with the school. There have been no incidents of racism.
- Pupils learn about different cultures and reflect and celebrate differences through the curriculum, topic themes and core stories and assemblies e.g. EYFS 'Favourites', KS1 'Carnival', KS2 'Another country', whole school annual cultural celebration day. Parents and families attend events which celebrate the culture of their families e.g. Harvest festival, tea parties, Van Gogh trail. They send in artefacts making an invaluable contribution to teaching and learning.
- Planned 'Community events, themes, awards' (Refer to SIDP P.12) enrich the curriculum and pupils' learning about the local and wider community e.g. Black history week, Paddington Bear's picnic to raise money for medical research, Children in Need.
- Pupils have other opportunities to be exposed to the performing arts e.g. theatre visit Fairfield Halls carol concert, Light Fantastic Theatre Show, Singing Hands

Promoting British values

- British values are promoted through a cross curricular approach and are intrinsic to our ethos and everyday practice. They are incorporated into Red Gates Spiritual, Moral, Social and Cultural (SMSC) Statement.
- Through peer interaction pupils are encouraged to develop their awareness of their own identity and that of others
- Through the curriculum programmes of study and topic themes from EYFS to KS2 pupils develop awareness of the different groups to which they belong, their beliefs, what they like doing, what they are good at. Topic themes are supported by educational visits and learning walks in the community to further enhance learning.

Examples of topic themes

EYFS & KS1 Favourites, Ourselves, Where I live

KS2 Our community, Celebrations, Winston Churchill, All about me