

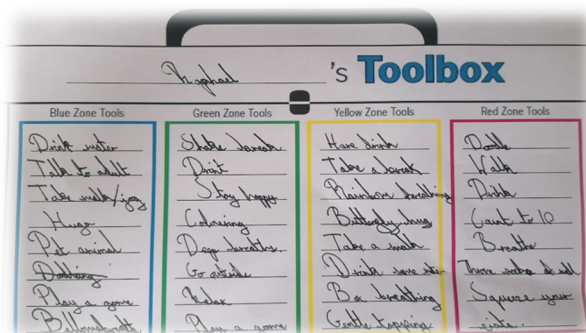
# PSHE



Our overarching aim with PSHE this year has been to enable children to recognise the zones of regulation and to give children the skills to move from yellow, red and blue zones to be back in the green zone.

We have done this by introducing the zones during an assembly where children acted out being in different zones and someone came along with a tool kit of strategies which were then shown to the children.

This was followed up during child's mental health week. Children looked at each stage in more depth. They looked further into the signs, feelings and emotions for each zone then each created their own toolkit that was more personal to them as different people find different things work for them. There is a display in the hall to continually remind children of the zones and strategies. Shake breaks, movement breaks and brain breaks have been used in lessons to help children stay/ return to the green zone.



During mental health awareness week, we focussed on self-compassion across the school. Year 3 looked at self-care using the acronym 'care' (care, appreciation, respect and empathy). Year 4 explored growth mindset and how positive self-talk can affect our wellbeing. Year 5 focussed on the inner critic and how we can be kind to ourselves when it arrives to enable us to start a project. Year 6 explore making mistakes and how apologies of action can be used to show that we are sorry to others.

The ground rules for PSHE have been updated and streamlined across the school. This means they will be familiar with the rules as they go through the school. The signposting in lessons has also been updated to include being able to talk to every adult in the school, 'a little bit of me time' box and details for Childline, CEOP and Kooth.



As children are becoming more and more active on social media and are exposed to influencers, as series of lessons have been planned for across the school and are ready to be implemented next year.

# Religious Education

The purpose of RE is to develop religious literacy and thereby enable our pupils to navigate discussions and debates about religious and other world views with a sense of tolerance – as per British Values, understanding and knowledge of their own and others’ beliefs. We continue to follow the LDBS curriculum, providing rich enquiry-based learning and enabling all pupils to flourish. Our bespoke curriculum provides all learners with the fundamental knowledge required to build on their understanding of Christianity and different world faiths. The curriculum has been designed to ensure that children in Year 3 are equipped with the Core Concepts and knowledge from the beginning of their time at SMAB, which provides firm foundations for their understanding to grow and develop throughout KS2.

## Curriculum

### RE Lessons

A greater emphasis on progression of knowledge and skills has supported all pupils to make progress this year. Work in books continue to show a variety of methods for recording work (creative and written) and the depth of reflections shows a solid command of key religious vocabulary, concepts and the willingness to share and make connections to personal experiences. The introduction of challenges in every lesson provides learners with the opportunity to reflect deeper and where possible link their knowledge to other religions expressing similarities or differences. Pupils continue to have a choice of task and this gives them a greater sense of ownership in their learning. Biblical text analysis has featured in all year groups with pupils getting to grips with the language used in different translations. To further develop this, using Biblical texts within Guided Reading will hopefully reinforce the message of the text and develop a greater understanding. Scaffolding to remove barriers for learning has equipped all children to flourish and access the rich lesson content. A variety of differentiated activities provides challenge and autonomy within all learners, where learning becomes deep and long-lasting.

RE has a prominent place within the curriculum because of the vision. The new subject leader engages fully with diocesan training. Leaders comprehensively weave the vision throughout the ambitious RE curriculum. The reworking and sequencing of the syllabus ensures pupils learn quickly and make rapid progress from their starting points. Lessons are exciting and thought-provoking. This gives clarity of vision and supports pupils’ exploration of theology, philosophy, and the human social sciences. Theological concepts are effectively unpicked and explored. As a result, pupils’ conversations about world views, faith, and beliefs, are very well articulated. Pupils have developed age-appropriate skills of inquiry, critical analysis, and interpretation which they confidently apply within RE lessons. Pupils learn about the global aspect of Christianity. Teachers ensure that pupils are challenged to think and apply prior learning in lessons. The diverse faith communities at SMAB are celebrated and shared effectively throughout RE lessons. Pupils relish being used as experts about their religious heritage. One pupil accurately explained this, ‘We value learning about Islam and Hinduism from each other. It helps us to better understand the culture and religions of others’. Pupils demonstrate a deeply informed and respectful understanding of a range of religions and worldviews.

## RE and Reflection days

This year, we have held three RE and Reflection Days. We began the year with a prayer writing session held at St. Michael at Bowes and St. Cuthbert's with the support of the clergy. We then focused on the three disciplines of RE – Theology, Philosophy and Human and Social Sciences. These three areas help us to approach RE from different lenses and discuss the impact of religion on people's beliefs, thoughts and actions/behaviours. Year 3 also studied the saint of our school and the meaning behind why he represents our school. The second RE day allowed each year group to look at their own mini-unit devised by the LDBS. Children were tasked with creating responses to their learning and presenting these to the school in an afternoon Collective Worship. The third RE day focused on World Faiths and different World views within them. Each year group compared an additional World Religion to Christianity and found similarities and differences in beliefs and practices. This was extended by comparing Christianity in different parts of the world in order to capture the global differences between living faiths. This day was hugely successful and gave us yet another opportunity to demonstrate our vision and value of all members. During this day, we also entered the NATRE Spirituality Arts Competition for the first time.



## Beyond the curriculum

Throughout this year, enrichment beyond the curriculum has been an important aspect when ensuring the children are gaining real experiences in conjunction with their learning. From visiting our local churches, to exploring different places of worship, children have been able to connect their learning inside the classroom too. Inviting parents to be a part of these experiences has established and reconnected our school community after a long period of absence. At the beginning of the year, Year 3 visited St. Michael at Bowes Church to hear from Father Engin and learn about some of the traditions in this partner church. They also performed the Easter production for the whole school community in Spring and Year 4 performed the Nativity at Christmas, which was well attended too and enjoyed by all.



Some children were able to visit St. Paul's cathedral for a LDBS service. We were given candles and hymns to sing as part of a traditional service, that not many children had been a part of before. We were joined with a mix of schools from all over London and witnessed a beautiful drama piece from the book of Genesis and choirs. Additionally, those with a passion for Art and RE were taken to an exhibition at the National Gallery on St. Francis of Assisi, where they were able to discover more about the saint and his work that led to him being canonised and create their own pieces of art.

Most year groups visited their place of worship to support their World Faith unit in the curriculum. Year 3 visited Southgate Progressive Synagogue: they were offered traditional food and drink and listened to the Rabbi tell them all about their faith and how they worship. Year 4 took a trip to the local Mosque: they discussed the 5 Pillars of Islam and how these affect a Muslim's everyday life and how they practice. Finally, Year 6 went to the Gurdwara in Arnos Grove: they were welcomed with traditional treats and an opportunity to experience the sacred place where Sikhs worship their Gurus. These opportunities created tangible links with their curriculum and allowed the children to experience something that they may not have before, creating a sense of tolerance and respect towards different religions.



Furthermore, Godly play sessions have taken place for all year groups with children at lunchtime clubs. They provided additional opportunities to explore bible stories and Christian concepts in an imaginative and creative way. Some year groups have also used Godly play session to support their curriculum RE lessons.



## Collective Worship



Collective worship is and remains the beating heart of our school. Through our time spent together, we discuss and reflect on a variety of values, morals and ways of living to help ourselves and others around us. Pupils are empowered to plan, lead and evaluate in innovative ways that lead to engaging and interactive collective worships. Parents are invited to celebrate children's learning and share a special moment with the school.

Reverend Mark Jones-Parry and Father Engin maintain a strong, positive relationship with the whole school through collective worship. Leading thought-provoking discussions and explorations based on the Bible and Jesus' ways of living and how people can use His teachings in their own lives. Pathways encourage this deeper level of thinking with the use of Bible stories and children are equipped with the skills to interpret and make tangible links between parables and their own lives.



## Spirituality

Our definition of 'Spirituality at SMAB' has continued to be a priority in our school this year. These shared terms (created by the RE pupil team) and images have helped to make conversations about Spirituality and recognising opportunities for growth more accessible. Spiritual development is facilitated across the curriculum as moments for reflection, curiosity, working for the good of others, interest and sometimes simply stillness feature throughout the day. Big books show lots of examples of each element of Spirituality and further discussions take place in class to extend this. Each half term, children have the opportunity to reflect on a variety of questions based around growth, self-reflection or values to help support their development and express their spiritual journeys.



## Supporting our wider community

Part of being a community includes looking outwards and sharing and demonstrating our values to those in the wider and global community. As a school we pride ourselves in being courageous advocates for change and are always suggesting charities to raise money for and support those who are in need. Our school council and RE team are passionate about making a difference and have organised a number of events to raise awareness and money for charitable causes such as Macmillan, Children's Mental Health and Comic Relief. They also championed an ice lolly sale to raise money for St. Jerome's orphanage and school in Kenya, a school we will continue to partner with and support. With their passion, they encourage and motivate others to contribute and participate in the events they plan; their enthusiasm is infectious to all.

## Community Breakfast

This year, we had the pleasure of hosting a community breakfast for all the families in the school. With the theme being 'inclusivity', several activities were provided looking at a range of religious stories across Hinduism, Christianity and Islam. In addition, there was an opportunity for children and parents to think spiritually about peace and love within our school community and around the world.

With tea, coffee and pastries, everybody was able to share a special time and socialise with one another. We also had a special performance from our school choir, which was incredibly moving – thank you very



much to Miss Kamara who works exceptionally hard with these children weekly. To conclude our breakfast, Aldo (6B) wrote an inspiring prayer for us all to share together and reflect on our time together and everyone in our school community.

I would like to say a massive thank you to all who attended and made this morning so special for us all. We were overwhelmed with the support from parents and staff, who made this possible.

This event was huge success due to the support of all the families at St. Michael at Bowes. The time spent together allowed us to socialise and really feel the 'family' community that we all speak of at our school. We aim to provide more opportunities like this in the future for the families and staff here.





## Stained Glass Window

For Easter, the community of SMAB created a beautiful piece of art to celebrate the resurrection of Jesus. This stained-glass window is a representation of our community here at SMAB. Guided by the cross, we can be reminded of the salvation of Jesus and the love God has for his people. Following in the light of God, we can be sure that He will always be close to us and helping us through our lives.

“I am the Light of the world; he who follows Me will never walk in the darkness but will have the Light of life.” - John 8:12

Each segment has been painted by children and staff in the school. As we reflect on each member of our community, allow us to use our school values to support us in being inclusive members of the community both in and outside school.



# RRS SCHOOL COUNCIL

Hebrews 13:16

*“Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God.”*



Through the School Council this year, the Councillors have continued to be an active voice and actively involved in the life of St Michael at Bowes in sharing their ideas and opinions.

RRS Councillors have been communicating consistently with their class through the to gather ideas and try to enact change within the school. This enables children and staff to communicate clearly and for children to know that their voice is heard and matters.

The RRS School Council have continued to be excellent Councillors and role models for the school and have shown that they understand how to apply school values. They have worked together and shown maturity that will serve them well as they move throughout their school lives and beyond.

As a result of a vote for change of Chairperson, the councillors, in a secret vote resulting in a tie between 2, elected that they should both share the role of Chairperson.

The RRS School Council, this year have worked with not just the R.E Team, but also with the Anti-Bullying Team. Together the Teams have pulled together and reviewed the Positive Behaviour, Anti- Bullying and Opal Play policies, producing Child Friendly Policies. This has meant that over 40 children have taken part in making a change ensuring that children really have a voice at SMaB!



EXPECTATION OF CHILDREN			
The school has the responsibility to make sure everyone enjoys OPAL playtime by ensuring that everyone follows the School Values			
Respect	We take care of and respect all equipment	We keep our hands and feet to ourselves	When we hear the whistle, we help to pack away the equipment
Co-operation	Everyone chooses what and where to play, making sensible choices based on equipment and space	We allow others to join in games	We play football only in the Football Zone
Caring	We keep everybody safe by playing safely and being kind	We help others if they need us	We trust each other like we like to be treated
Formless	We share equipment fairly and kindly, and understand when equipment cannot be shared	We only play ball ball in Zone 2	We use equipment safely in the correct Zone
Honesty	We do not take equipment from others without permission	We ask an adult if we want to use the toilet	We do not take any equipment or toys from the playground home
Resilience	If we are struggling (Yellow/Red Zones) in the playground, we ask permission to go Respite Club and make sure that we have a yellow permission slip	We use the Zones of Regulation toolkit to regulate our feelings	We look for adult support if we can't regulate our feelings by ourselves

The Councillors also drafted OPAL Expectation of Children and related it the School Value. This was completed by the Headteacher and adopted by the school.



For the 2<sup>nd</sup> year running, for Children Mental Health Week, the councillors reviewed and put together their “Feeling Safe Survey, in which 216 children took part.



The school's new catering company requested a meeting with the School Council to discuss their plans around provision of school lunches. They also wanted their comments on the food served. The children were honest and informed them of their favourite lunches and suggested a few additions to the menu. This was taken on board, and there have been additions to the menus since the meeting.



Everyone has been working incredibly hard in the designing and now the redesigning of the fantasy zone. The children will be fundraising for all the equipment to be put into the Zone

As always, the School Council have been an important part in raising money for charities across the year. They have advertised events, helped organise fundraising and taken responsibility for collecting money for charities both local and global. Charities including Save the Children, MacMillan Cancer Support, Childline, Comic Relief, St Jerome's' in Kenya (Global Community), as well as donations to the local Food-bank, have benefited from fundraising this year and the children have been learning about the importance of the work of these charities and discussing issues raised with their peers. The team has also fundraised for funds for OPAL Play.

All the School Council members understand how the School Council can impact upon a wide range of areas within the school environment and learning.

The Councillors know that they are all part of the school team, and want the same thing - for the school to be a great place to learn.



# SCIENCE



The main foci for Science has been the continuation of good practice and supporting staff in understanding planning, sequencing and raising expectations in science as well as ensuring all children are scaffolded effectively to meet learning objectives. Following our success with the Primary Science Quality Mark, we have tried to embed more enrichment and trips to link to real-world science.



**Vision:** We continued to support our vision in science with the three C's (curiosity, courageousness and consideration). Children are still learning the importance of our vision in steering the direction of science and provision at the school. The vision has extended to selecting a 'scientists of the month' based on their 'embodiment' of the vision. Moreover, a mascot competition has linked science with art furthering student input. The vision has focussed some individuals with their work and has given their science purpose especially during practical science.



## **Science Ninjas:**

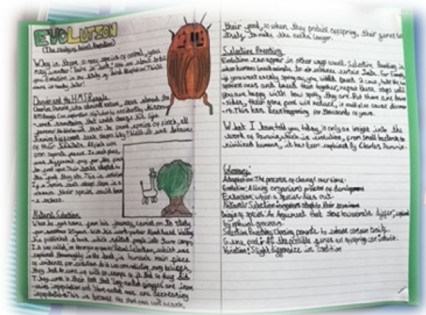
The Science Ninja scheme encourages and promotes the teaching of practical science by rewarding children for demonstrating one of four key practical skills: observing, using equipment, measuring, and recording. If a child successfully demonstrates one of these skills during a practical science lesson, they receive a sticker. This scheme continues to elevate the importance of practical science in the school, utilizing different inquiry skills to bring science to life.



In every lesson, both staff and children are enthusiastic about delivering and participating in practical science activities, with many going the extra mile to earn recognition for their ninja skills. We are continually fine-tuning this process and have explored new experiments this year, taking science beyond the classroom. Additionally, parental involvement is ensured through the 'Science at Home' stickers, which children receive for working scientifically outside of school

## Supporting Outstanding Science

Real-world connections have been emphasised through a weekly reflection question, helping children solidify their learning and increase their enthusiasm for the subject. Collaboration with other subject leaders has been highly successful in creating a network of learning, allowing scientific knowledge to be applied in other areas such as Art/D&T, Guided Reading, and English, grounding science in real-world contexts. Role-play has added a creative dimension to teaching certain science topics, making the lessons more enjoyable for staff. Additionally, incorporating 'time to explore' into lesson plans has fostered independence, curiosity, and problem-solving skills with broader applications. Open-ended STEM challenges have introduced real-world problems into the classroom for students to solve.



## Trips and enrichment opportunities

We have developed a robust programme of field trips to the Natural History Museum, the Science Museum and Bruce Castle. This has significantly enhancing students' understanding of scientific concepts. Visits to the Natural History Museum allowed students to examine fossil collections, learn about evolutionary biology, and understand Earth's geological history. They explored ancient remains, ecosystem dioramas, and mineral specimens, bringing textbook lessons to life. At the Science Museum, students engaged with exhibits showcasing advancements in physics, chemistry, and biology. Interactive activities demonstrated fundamental concepts like digestion and gravity, and exhibits on space exploration, human anatomy, and renewable energy further enriched their learning.







In addition to museum visits, the school ran workshops featuring hands-on activities such as chemistry experiments and engineering challenges. Guest scientists and educators often facilitated these workshops, bringing real-world expertise into the classroom. This combination of museum visits and workshops fostered a dynamic learning environment. Students were encouraged to ask questions, explore curiosities, and apply scientific methods, developing critical thinking and a passion for science. The program's success was reflected in students' enthusiasm and increased engagement, inspiring future generations of scientists, engineers, and innovators.

### **SMAB Science Week**

SMAB Science Week, held in March, was a resounding success, celebrating our passion and excellence in science education. The week kicked off with an exciting whole-school collective worship, featuring a captivating demonstration of falling parachutes and introducing this year's theme: time. Throughout the week, students participated in engaging, hands-on activities that developed essential skills such as observing and recording. Activities included making and fixing circuits, conducting a fossil dig, baking flapjacks, and building string telephones, as well as exploring concepts like density, insulators, and reversible and irreversible changes. Year 4 and 5 students enjoyed a fascinating Space VR workshop, immersing themselves in the wonders of space. Meanwhile, Year 6 students tackled Forensic Science, using scientific methods to solve a criminal case. The week concluded with a parent workshop, where families joined in on the practical lessons and even became Science Ninjas themselves. The turnout was excellent, and the enthusiasm from everyone was exceptional. It was an incredible week that truly showcased our love for science at SMAB!

