



## SMSC at Bramble



## The Bramble Pledge

*Our Bramble Pledge offers pupils a chance to take part in a number of enrichment opportunities outside of the classroom. Each year group takes part in a different activity each half term, linked to our Trust Values.*

*The Pledges include a range of activities such as theatre and university visits, sports events and much more.*

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Autumn 1</b>	<i>Local Author Work-shop</i>	<i>Paralympic Speaker</i>	<i>Meet a local hero</i>	<i>Swim 25 meters by end of year</i>	<i>Sporting Guest Speaker</i>	<i>Harvard Guest Speaker</i>
<b>Autumn 2</b>	<i>School Nativity</i>	<i>School Nativity</i>	<i>Attend a pantomime</i>	<i>Attend a pantomime</i>	<i>Attend a pantomime</i>	<i>Attend a pantomime</i>
<b>Spring 1</b>	<i>Visit a university</i>	<i>Visit a university</i>	<i>Visit Art Gallery</i>	<i>Visit Art Gallery</i>	<i>Visit a university</i>	<i>Visit a university</i>

*The events also involve pupils having to fundraise & generate money for their activities, meaning they are learning the values of entrepreneurship and enterprise.*

## KS1 Pledges

### Hattie & Friends

Year 1 had a visit from a local author , reading stories that focus on inclusion and understanding of disability.



## KS1 Nativity

KS1 worked hard on their nativity production. They worked hard to learn their lines, and invited parents to come and watch the performance.



## KS1 Pledges

### Ollie Hynd Visit for KS1

KS1 were visited by Paralympian and local athlete Ollie Hynd. Ollie spoke to the pupils about his experiences as an athlete, and the skills and dedication required to be an Olympic athlete.

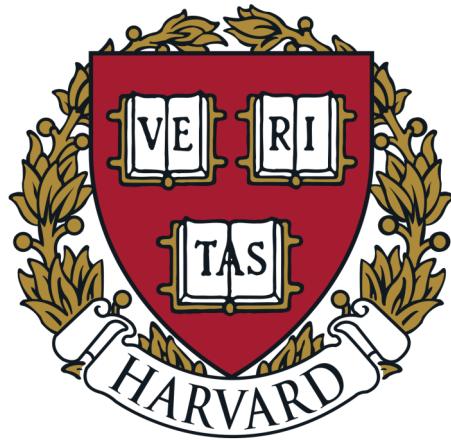
KS1 then put their questions to Ollie about his career, and being a medal winner.



## KS2 Pledges

Year 6 have been learning about famous people who attended Harvard University, and working on their class values, linked to the values that Harvard University have.

As part of their pledge, they contacted Harvard alumni and people connected to Harvard. They received tweets from Dr Arlene Holmes—Henderson, and wrote letters to the Dean of Harvard University, Dr Rakesh Khurana.



## KS2 Pledges

### Christmas Fundraising

Year 3, 4 and 5 raised funds to have a pantomime performance visit the school. The pupils needed to make enough money to pay for the performance and decided to take part in a Christmas Fayre.

They made products, gathered items for a raffle and baked cakes. Parents were invited into school to buy things their children had made, and pupils ran the stalls and managed the money.

Altogether they raised over £300 and were very proud of the fact they had made enough money to fund the show.



## KS2 Pledges

## University Visits

To help to raise aspirations and to help pupils to develop their understanding of opportunities after school, Year 6 visited Hull University. The pupils attended lectures, and took part in a campus tour.

The pupils had the chance to ask questions about university life and get an understanding of the different subjects that they could take if they were to go to university.

At the end of the day the pupils took part in a graduation ceremony, which gave them a taster of what graduation from university would be like.



## Fundraising Days and Important Events



At Bramble we believe it is important that pupils get the chance to mark dates that celebrate key events, as well as taking part in fundraising efforts to enable them to play a part in their wider community.

Our school calendar marks key fundraising dates, as well as dates such as Human Rights Day and World Kindness Day, which allow our pupils to explore concepts of justice, fairness and how they can contribute to society.

Events are marked both as a whole school and on an individual class level, with pupils producing work, attending events and raising money for a range of things.

## Remembrance Day

As a school this year we took part in a number of activities to mark Remembrance Day. Pupils learnt about why we mark Remembrance Day in their classes, and KS2 pupils led an assembly and a minutes silence for all of the school.

Pupils completed artwork and wrote poetry in their classes, reflecting on the sacrifice that previous generations had made.

Pupils also attended a Remembrance Day Parade, laying a wreath made by the school at the Cenotaph.



## World Kindness Day



November 13th was World Kindness Day and pupils took part in classroom activities that helped them to reflect on kindness and what it meant to them.

Pupils took part in 'Random Acts of Kindness' and discussed in their classes how they could make the right choices and be kind to other people.

Pupils also wrote poetry on the theme of kindness and discussed what makes a good friend.

## National Poetry Day



We marked National Poetry Day by spending a day studying poetry and reading and writing poems.

Pupils were able to look at poetry across the Curriculum and read poems from different cultures and on different topics.

Pupils read poetry out loud in their classes and shared the work they had written. Some pupils even wrote poetry and submitted it to a national competition in which their work stood a chance of being published.



### SMSC Across the Curriculum

AT BRAMBLE ACADEMY, SMSC IS TAUGHT THROUGHOUT OUR CURRICULUM AND PUPILS ARE GIVEN A RANGE OF OPPORTUNITIES TO EXPLORE BRITISH VALUES.

The following areas across the school contribute to our SMSC provision :

The Bramble Pledge – Pupils are given access to a range of additional opportunities such as university visits and community engagement.

Values Assemblies – Pupils attend fortnightly assemblies which encompass the Trusts Values. Guest Speakers are invited into school to introduce pupils to people both within and outside of their community.

R.E. & PSHE – Our R.E. curriculum looks at a range of faiths and moral and social topics, and pupils are encouraged to take part in debate and discussion.

School Council – Pupils work on projects to benefit their school community and to give pupils a voice.

English – Our core texts allow pupils to engage with moral issues and develop an understanding of the wider world

Maths – Collaborative learning and teamwork allow pupils to develop skills and work on mastery problems etc.

**SMSC is mapped out across the foundation subjects as outlined below.**

## **Year One Foundation Subjects**

History	<p><b><i>Kings &amp; Queens</i></b></p> <p>Democracy Rule of Law</p> <p>Social – structure of societies /purpose Moral – Who is in charge?</p> <p>Cultural – Why are kings &amp; queens important?</p>	<p><b><i>Ancient Civilisations</i></b></p> <p>Social – How did different cultures work? Moral - How are laws made?</p> <p>Spiritual – Religions of ancient cultures Cultural – Art in ancient civilisations.</p>	<p><b><i>Historical Figures</i></b></p> <p>Social – Who are our role models in society? Spiritual – Who inspires us? What makes people inspirational?</p>
Geography	<p><b><i>Spatial Sense</i></b></p> <p>Social – The world around us and the community we live in Spiritual – The world around us – awe and wonder. What is special about our world? Cultural – Different continents and parts of the world &amp; how they function and work. British Values - What makes us British? What is special about our local area?</p>		
Science	<p>Awe and wonder Beauty of nature</p> <p>How should animals be treated? What makes us different to animals?</p>		
STEM	<p>Moral – Recycling/looking after environment/ Ecobricks Spiritual – Growing own food and watching the growth process Individual Liberty &amp; choices – can right choices be made independently?</p>		

## Year Two Foundation Subjects

History	<p><u>Historical Civilisations including Normans, Romans, Egyptians etc</u></p> <p><u>Democracy &amp; Rule of Law</u></p> <p>Tolerance of beliefs – Romans in Britain and impact of different belief systems etc</p> <p>Social – How do societies change over time? How are societies structured?</p> <p>Moral – Laws and rules – how do people contribute in the right way to society.</p> <p>Spiritual – What did people believe? How are people's beliefs different?</p> <p>Cultural – Roman and Egyptian art - importance of culture &amp; studying etc</p>
Geography	<p><u><i>Spatial Sense</i></u></p> <p>Social – The world around us and the community we live in</p> <p>Spiritual – The world around us – awe and wonder. What is special about our world?</p> <p>Cultural – Different continents and parts of the world &amp; how they function and work.</p> <p>British Values - What makes us British? What is special about our local area?</p>
Science	<p>Awe and wonder</p> <p>Beauty of nature</p> <p>Where do people and animals live?</p> <p>Why is it important to eat well and make healthy choices?</p>
STEM	<p>Moral – Healthy eating and positive choices.</p> <p>Social – where does food come from? How does food grow?</p> <p>Cultural – What are foods like in different countries? How does food move around the world?</p> <p>Looking after plants and food – responsibility and understanding of processes.</p>

### Year Three Foundation Subjects

History	<p><i>Topics including War of the Roses, Tudors, Crusades, Asia</i></p> <p>Social – How do societies develop &amp; change over time? What makes a society work well? Which roles is it important to have in a society? Who is in charge? How do conflicts start?</p> <p>Moral – Why do people fight wars? Are people right to fight over religion? Should there be a king/queen?</p> <p>Spiritual - What do people in different countries believe? Are religions in Asia the same as religions here? How are they different?</p>
Geography	<p><i>Spatial Sense</i></p> <p>Social – The world around us and our community How do we impact our communities?</p> <p>Moral – Who's responsible for our environment? Whose job is it to look after the world around us?</p> <p>Spiritual – What places of worship are there in the communities we are studying?</p> <p>Cultural – The cultural landscape of the countries studied – French &amp; German Art and Culture etc.</p>
Science	<p>Awe and wonder Beauty of nature</p> <p>How do we explain things like forces? What causes things to happen? – Sense of discovery and curiosity</p>
STEM	<p>Looking after the environment</p> <p>Why should we look after animals? Why is the environment important?</p> <p>Conservation of animals – whose responsibility is it?</p> <p>Individual Liberty and moral purpose – chance to make the right choices.</p>

## Year Four Foundation Subjects

History	<p><u>Topics including Elizabethan Era, Stuarts, Plague and Fire, Civil War &amp; Ancient Rome</u></p> <p>Social – What was society like? How did the Great Fire of London change society? How was Roman society different to our?</p> <p>Moral – Why did the Civil War start? Who was right in the Civil War? Discussions around Trade &amp; empire in Elizabethan times.</p> <p>Spiritual – Awe and Wonder – Roman Architecture, St Pauls Cathedral post Great Fire, Religious beliefs at time of Queen Elizabeth and how they affected monarchy</p> <p>Cultural – Shakespeare and his work at the time of Queen Elizabeth, Samuel Pepys and impact of diaries, Roman Culture – amphitheatres and drama within Roman society</p>
Geography	<p>Social – Community around us and how locality has changed overtime, impact of changes on community and how people are affected by changes in things such as economy and industry.</p> <p>Cultural – Different culture within society – Italian music and art, food and climate within different communities. Changes in different countries and lifestyle etc to increase world knowledge</p>
Science	<p>Awe and wonder</p> <p>Key Historical Figures – inspirational figures and why they are important</p> <p>How Science has changed the world and the impact of things such as electricity</p> <p>Why are animals important?</p>
STEM	<p>Why is health and fitness important?</p> <p>Individual Liberty – choice to exercise and eat well etc.</p> <p>Sustainable products -water bottles. Issues around equality of water in world – moral discussions.</p> <p>Entrepreneur &amp; enterprise work – development of social skills</p> <p>How can we impact our community? Fundraising etc.</p>

## Year Five Foundation Subjects

History	<p><b><u>Topics including Creation of Great Britain, Birth of Empire, French Revolution and Rise of Islam</u></b></p> <p>Social – French Revolution impact on society and how society is governed, discussions around society structure in different cultures pre and post revolution, impact of religion on a community</p> <p>Moral – Empire – Right or wrong? Slave trade, Napoleon as a dictator and moral issues, Power of the people in France and America – who has the authority to make decisions in society?</p> <p>Spiritual – Rise of Islam – fundamental basics of religion – how do people worship? Why do people worship? Belief systems – liberte, equalite, egalite.</p> <p>Cultural – Imperialism and impact on culture of societies, Islamic Culture, Great Britain and merging of cultures of different countries and impact.</p>
Geography	<p>Awe and wonder – mountains and views from different points in nature. Spiritual experiences not just linked to religion but also nature.</p> <p>Moral issues around gold rush and world's resources – who owns resources that are natural? Should people make profit from natural resources?</p> <p>Cultural – Aboriginal and native cultures and impact of settlement.</p> <p>Aspirations - where in the world would you like to travel?</p>
Science	<p><b>Awe and wonder</b></p> <p><b>Earth and Space – are we the only life in the universe?</b></p> <p><b>Are animals as important as humans?</b></p> <p><b>Working scientifically – exploration and independence through collaborative, exploratory investigations/</b></p>
STEM	<p><b>Ocean Awareness – who is responsible for cleaning up the environment?</b></p> <p><b>Greenpeace – work of charities and moral links to charity work</b></p> <p><b>Energy conservation – how can we help the environment? Personal pledges to help to save energy etc.</b></p> <p><b>Recycling – moral reasons and social reasons – impact on the Earth etc.</b></p>

## Year Six Foundation Subjects

History	<p><u>Topics including British Empire, American Civil War, Industrial Revolution, Irish Famine</u></p> <p>Social – What changes did key events bring about in society? How did the Revolution lead to the creation of communities and the development of society as we know it?</p> <p>Moral – Rights and wrongs of Empire, moral issues and impact of the Famine, Slavery and the abolition of slavery</p> <p>Cultural – Art in Empire – Great Exhibition, African American music and literature from slavery – jazz and spirituals</p>
Geography	<p><u>Spatial Sense</u></p> <p>Social - agriculture and tourism and their impact - different places and ways of living and different types of industry, supply and demand and role in shaping communities</p> <p>Moral – U.S. and Mexico – current affairs (Trump – Border Security) Issues of immigration and impact on countries</p> <p>Cultural – Culture of different countries or parts of countries, culture of Liverpool and Manchester – music and famous artists and sporting heroes, Mexican culture – Day of the Dead.</p>
Science	<p><u>Awe and Wonder</u></p> <p>Evolution and Inheritance – belief systems and creation stories</p> <p>Electricity and impact of new inventions on society</p> <p>Key inspirational figures – aspiration and cultural impact</p>
STEM	<p><u>Healthy eating</u></p> <p>Sustainability linked to society and cultural norms</p> <p>Community engagement – cook book and Junk Food project to educate and support local community around making healthy choices.</p> <p>Entrepreneurship and enterprise – Summer Fayre</p>

## **P.E. at Bramble**

Part of our Curriculum Intent focuses improving the Health and Fitness of our pupils and the local community.

All pupils take part in P.E. lessons, fitness testing and many take part in lunchtime and after school clubs.

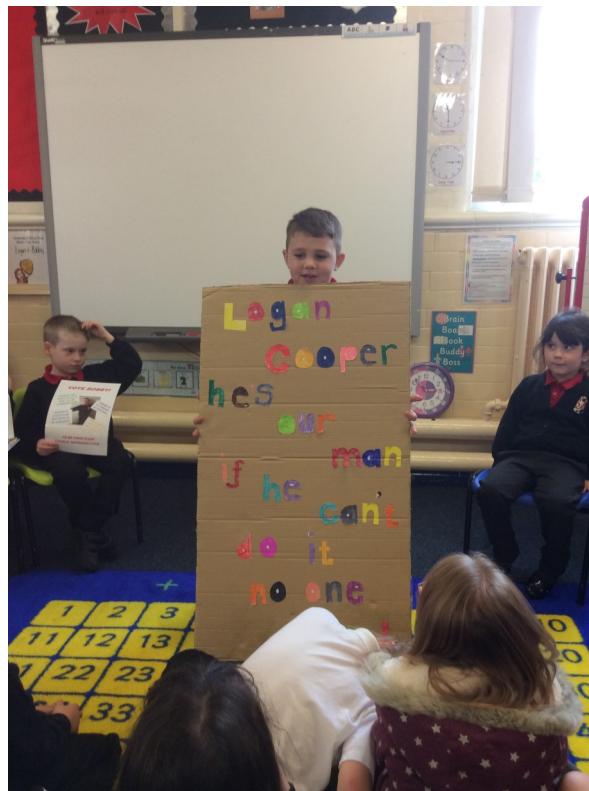
Pupils are given the opportunity to take part in competitive sport, enabling them to develop their social skills, and teamwork ability.

As a school we are also focused on offering pupils and parents the opportunity to improve the fitness and health choices they make, giving parents a fitness record to keep at home, and providing them with recipes to cook at home.

## School Council

During Autumn One our School Council Candidates were elected. Pupils were asked to produce a manifesto and run an election campaign, helping them to study the concept of democracy and British Values.

Each class elected their own candidate and the school council will run projects and be the voice of pupils throughout the school.



## Local MP Visit

As part of the School Councils Work, and as part of our school assembly programme our local MP Ben Bradley came to visit the school.

Mr Bradley gave an assembly to the school, discussing his role as a Member of Parliament and spoke to pupils about what he believed the key issues were in our local area.

Mr Bradley then went on a tour of the school, and met with the members of the School Council who asked him questions about their concerns.



## Values Assemblies

**Every fortnight our pupils have a Values assembly, which focuses on one of our Trust Values of :**

- **Integrity**
- **Endeavour**
- **Inclusivity**
- **Ambition**
- **Resilience**

**We have guest speakers from the local community and from different areas of industry and work.**

**We have had MP's, speakers from an engineering firm and our Trust CEO, all of whom have helped the pupils consider how they can represent the Trust Values and what they mean to them.**