

# SMSC Audit Y3



## SPIRITUAL

Are we:	Are pupils developing	How?
Giving pupils the opportunity to explore values and beliefs, and the way in which they affect peoples' lives	A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour	School values - embedded in school. RE syllabus & PSHCE scheme of work includes reflection on other's values and opportunities to respect other's faiths. Cornerstones curriculum- Geography. Looking at 'Fair Trade' and exploring relationships between man and the environment.
Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful	A respect for themselves and for others	Behaviour policy PSHCE & RE framework-learning about their own feelings and values Circle time activities Healthy Schools Drama used in Cornerstones Curriculum regularly
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected	A sense of empathy with others, concern and compassion	School ethos: A place for all to flourish Always try your best, show excellent manners, be respectful, be kind and thoughtful: our school values underpin all school life. Strong SEND support and pastoral care of pupils Carer Awards Lunchtime Awards and 'I am Kind' stickers
Accommodating difference and respecting the integrity of individuals	An increasing ability to reflect and learn from this reflection	Acceptance and inclusion of SEND pupils Values evidence by celebration awards given by peers to peers (Pupils Pupil Award) Development of Creativity- Cornerstones Curriculum
Promoting teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?'	An ability to show courage and persistence I defence of their aims, values, principles and beliefs	Quality of teacher's questioning promotes thinking skills Cornerstones Curriculum is mainly cross curricular / thematic Creative lessons / opportunities including outdoor activities Mathematics projects 'real mathematicians' has promoted group work including reasoning and reflection, not only in maths, but across the curriculum Promotion of 'open' questions & thinking skills (Bloom's Taxonomy)

# MORAL



Are we:	Are pupils developing	How?
Providing a clear moral code as a basis for behaviour which is promoted consistently	An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures	Behaviour Policy developed and reviewed regularly with pupils Pupils reflect on inappropriate behaviour choices Class discussions promote the value of honesty and respect. Teacher and peer role models. Communication of high moral expectations as general school ethos and philosophy.
Promoting measures to prevent discrimination on the basis of race, religion, or gender	A confidence to act consistently in accordance with their own principles	Teach RE agreed syllabus PSHE - Respect for others Assemblies, including regular assemblies with St Peter's church Anti-bullying and Anti-racism week Anti-racism and celebration of diversity embedded in curriculum.
Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, equality of opportunity, right and wrong	An ability to think through the consequences of their own and others' actions	Assemblies Behaviour reflections sheets for inappropriate behaviour History topics Discussion of current events (Espresso News) Encouragement of Empathy for others- 'Help the Heroes' support Fostering of respect for the property & belongings of others
Rewarding good behaviour	An ability to make responsible and reasoned judgements on moral dilemmas	Class rewards House points Celebration assembly (weekly and half termly for Pupils pupil and Always awards) Monitors and positions of responsibility Star of the Week Notes in organisers and verbal comments to parents
Making an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school	A commitment to personal values in areas which are considered right by some and wrong by others	Assembly topics linked to national events e.g. suffragette movement. Discussion of current events (Where in the World) Global Citizenship studies with partner school in Mumbai.

<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community</p>	<p>A respect for others' needs, interests and feelings, as well as their own</p>	<p>PSHCE scheme of work and RE syllabus          Visits to places of worship          Personal pride encouraged in all areas</p>
<p>Providing models of moral virtue through assemblies and acts of worship</p>	<p>An understanding of the need to review and reassess their values, codes and principles in the light of experience?</p>	<p>Celebration assembly          Daily assemblies          Conduct at sporting activities          Promotion of school values</p>

# SOCIAL



Are we:	Are pupils developing	How?
Identifying key values and principles on which school and community life is based	Adjust to a range of social contexts by appropriate and sensitive behaviour	Always try your best, show excellent manners, be respectful, be kind and thoughtful: our school values underpin all school life. Pupils regularly asked their opinions on effectiveness of values (at the start of each academic year, through school council review) Class rules established at the start of each academic year and signed Consistent reinforcement of school values
Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, gender, ability and religion can flourish	Relate well to other people's social skills and personal qualities	School ethos: A place for all to flourish Always try your best, show excellent manners, be respectful, be kind and thoughtful: our school values underpin all school life. Eco committee- participation in community projects e.g 'Eat the Streets'
Encouraging pupils to work co-operatively	Work, successfully, as a member of a group or team	School Council After school activities Group work, Peer and self evaluation in lessons Granby Academy Sports day house group activities
Encouraging pupils to recognise and respect social differences and similarities	Challenge, when necessary and in appropriate ways, the values of a group or wider community	Anti-bullying week and Anti-racism week Regular discussions through circle time / PSHCE activities. Assembly themes.
Providing positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions	Share views and opinions with others, and work towards consensus	Lower school January production every year Teams entered for all sporting activities
Helping pupils develop personal qualities, for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect	Resolve conflicts and counter forces which militate against inclusion and unity	School values Behaviour policy developed alongside children, parents and staff (yearly questionnaires) Behaviour non-negotiables Celebration assembly - themed certificates awarded weekly
Providing opportunities for engaging in the democratic process and participating in community life	Benefit from advice offered by those in authority or counselling roles	House captain elections in September School Council elections in September Enterprise projects in years 3,4 and 6
Providing opportunities for pupils to exercise leadership and responsibility	Exercise responsibility	School Council Pupil voice PTI children/parent comment slips Enterprise projects

Provide positive and effective links with the world of work and the wider community

Appreciate the rights and responsibilities of individuals within the wider social setting

Joining with local schools for sports events

# CULTRAL



Are we:	Are pupils developing	How?
Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality	An understanding of the dynamic, evolutionary nature of cultures	'Show racism the red card' activities during anti-bullying week 'Tackling homophobia' activities during anti-bullying week RE work on different faiths - cross-curricular work Equality central to school's values, referred to in assemblies, class discussions etc PSHE
Recognising and nurturing particular gifts and talents	An openness to new ideas and a willingness to modify cultural values in the light of experience	School ethos: A place for all to flourish Many opportunities for children to 'shine' in all areas: Outdoor activities, Art clubs, Quilling clubChoir (performances at school and community events), school shows, sports days, sporting competitions Granby's Got Talent
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance	An ability to use language and understand images/icons - for example, in music, art, literature - which have significance and meaning in a culture	Outdoor activities throughout the year Many enrichment activities - visitors, theatre companies Extensive offer of extra curricular activities Activity days, e.g. Year 4 Diwali day, year 3 India day Book week activities (visiting author)
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges	A willingness to participate in, and respond to, artistic and cultural enterprises	Work closely with other schools on inter school events e.g. area sports competitions Year 3 Partnership dance workshop 'Bollywood Dancing' Theatre groups in school Erewash festival of lights crafts- links with Erewash Museum Various curriculum related trips - local retailers, Mining Museum, Creswell Craggs
Reinforcing the school's cultural values through displays, posters, exhibitions, etc	A sense of personal enrichment through encounters with cultural media and traditions from a range of cultures	Values prominently displayed around school and referred to throughout school life. Regular celebration assembly. Understanding own heritage- Local History Studies Y3 visit to Erewash Museum
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum	A regard for the heights of human achievement in all cultures and societies	Music used from cultures across the world in music sessions Art work from different cultures including in cross curricular topics

