

SMSC Audit Y4

SPIRITUAL

| Are we: | Are pupils developing | How? |
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| 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 | <ul style="list-style-type: none"> • School values - embedded in school and celebrated in assemblies. • RE syllabus & PSHCE scheme of work includes reflection on others' values • Vikings/Saxons & Sumerians - historical belief systems, religions |
| 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 | PSHCE & RE framework - see year group planning Positive play/Chillout/Windmill nurture group/lunch time clubs - all promote British values (helping others, caring environment) |
| 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: Care to Achieve your Best Strong SEND support and pastoral care of pupils Dedicated positive play and 'chillout' rooms Opportunities for all (Forest Schools) Yearly talent competitions open to all through auditions Play leader interaction Special table awards Care and achieve awards |
| Accommodating difference and respecting the integrity of individuals | An increasing ability to reflect and learn from this reflection | Teaching different cultural values and their historical origins Acceptance and inclusion of SEND pupils through open discussion Values evidence by celebration awards given by peers to peers (nominations for caring 'awards') Regular assemblies on different faiths/cultures |

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| <p>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?'</p> | <p>An ability to show courage and persistence I defence of their aims, values, principles and beliefs</p> | <ul style="list-style-type: none">• Quality of teacher's questioning promotes thinking skills <p>Curriculum is mainly cross curricular/thematic (e.g. all English links to wider topic)</p> <ul style="list-style-type: none">• Creative lessons / opportunities including outdoor activities (e.g. potion ingredient gathering)• Enterprise projects - based on topic work (selling Christmas gifts at the fair and in the Co-Op) |
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MORAL



| Are we: | Are pupils developing | How? |
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| <p>Providing a clear moral code as a basis for behaviour which is promoted consistently</p> | <p>An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</p> | <ul style="list-style-type: none"> • Behaviour Policy developed and reviewed regularly with pupils • Pupils are given reflection time for bad behaviour during detentions • Pupils are given responsibilities through the signing of behaviour agreements • Weekly British Values assemblies |
| <p>Promoting measures to prevent discrimination on the basis of race, religion, or gender</p> | <p>A confidence to act consistently in accordance with their own principles</p> | <ul style="list-style-type: none"> • Teach RE agreed syllabus (comparing/contrasting Christianity/Sikhism) • Black History Month - looking at famous black sports stars and learning about the history of slavery • Assemblies, including links with The Messengers • Anti-bullying week (inc. racism, sexism, homophobia, etc) • Anti-racism and celebration of diversity embedded in curriculum. • Diverse heroes represented in posters in the playground (Mandela, Brunel, Nightingale, etc) • Discussion of individual differences during PSHE curriculum |
| <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, equality of opportunity, right and wrong</p> | <p>An ability to think through the consequences of their own and others' actions</p> | <p>Assemblies - planned centrally to include moral aspects</p> <p>Distinct PSHE and PSHE lessons</p> <p>History topics - Sumer, Vikings (did these cultures have the same values as us?)</p> <p>Discussion of current events (Newsround)</p> <p>Class readers can also provide opportunities for discussion</p> |
| <p>Rewarding good behaviour</p> | <p>An ability to make responsible and reasoned judgements on moral dilemmas</p> | <p>Team points</p> <p>Attendance awards</p> <p>Special lunchtime table award</p> <p>Celebration assembly (weekly and half termly for Pupils pupil and Always awards)</p> <p>Monitors and positions of responsibility</p> |

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| <p>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</p> | <p>A commitment to personal values in areas which are considered right by some and wrong by others</p> | <p>Assembly topics linked to national events e.g. (Remembrance) Recognition of national events - anniversaries, days of note Discussion of current events (Newsround)</p> |
| <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>PSHE scheme of work and RE syllabus Opportunities to write from viewpoints of others</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 and clubs - Y6 reps, sports ambassadors, play leaders Promotion of school values</p> |

SOCIAL



| Are we: | Are pupils developing | How? |
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| 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 | School Harvest Festival drive (donations for food bank) 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. Assemblies Agreed class charter signed by all pupils and teacher Regular opportunities to fundraise for charity |
| 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: Care to Achieve your Best All teachers run clubs/activities |
| Encouraging pupils to work co-operatively | Work, successfully, as a member of a group or team | School Council After school activities Play leaders Group work, Peer and self-evaluation in lessons Sports day house group activities Opportunities to work with other year groups |
| 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 and anti-racism week Regular discussions through circle time / PSHCE activities. Assembly themes all planned centrally to cover diversity topics |
| Providing positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions | Share views and opinions with others, and work towards consensus | Teams entered for all sporting activities (interschool) Reciprocal reading roles Christmas production |
| 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 and ethos Behaviour policy developed alongside children, parents and staff (yearly questionnaires) Celebration assembly - themed certificates awarded weekly |

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| <p>Providing opportunities for engaging in the democratic process and participating in community life</p> | <p>Benefit from advice offered by those in authority or counselling roles</p> | <p>House captain elections in September School Council elections in September Enterprise projects: manufacturing Xmas gifts to sell at the Co-Op and Xmas fair, Dragon's Den inventions lesson in Victorian topic Class nominations for 'Caring' award in special assemblies</p> |
| <p>Providing opportunities for pupils to exercise leadership and responsibility</p> | <p>Exercise responsibility</p> | <p>School Council Enterprise projects Sports day teams</p> |
| <p>Provide positive and effective links with the world of work and the wider community</p> | <p>Appreciate the rights and responsibilities of individuals within the wider social setting</p> | <p>Eco committee Helping with Xmas and Summer fairs and selling cakes/donations on numerous charity coffee mornings and cakes sales. Enterprise projects</p> |

CULTURAL



| Are we: | Are pupils developing | How? |
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| 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 | Anti-bullying week addresses all these forms of discrimination Posters around school RE work on different faiths - cross-curricular topic work comparing UK/European/Worldwide culture Equality central to school's values, referred to in assemblies, class discussions ,etc |
| Recognising and nurturing particular gifts and talents | An openness to new ideas and a willingness to modify cultural values in the light of experience | Many opportunities for children to 'shine' in all areas: Outdoor activities, Art clubs, Choir (performances at school and community events), school shows, sports days, sporting competitions, sports ambassadors |
| 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 Performances of plays/pantomimes throughout the year. Book week activities: dressing up as literary heroes Music tuition options Wider opportunities music |
| 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 Various curriculum related trips - Erewash Museum STEM ambassador visits Pantomime |
| 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. British values posters and weekly assemblies |
| 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 |