

SMSC Audit – June 2022

The provision and impact of SMSC education including Fundamental British Values

1. This audit should be a team effort. It may be a good idea to start with a discussion in a staff meeting and perhaps a smaller group responsible for whole school SMSC. Think of examples, projects or activities where your school contributes to pupils' SMSC education. There will be probably be plenty of examples to celebrate and affirm, though you may also be aware of gaps or weaknesses.
2. The audit itself is divided into the four component areas of SMSC, though of course there is much overlap between these. Each section has four columns. The first outlines the key descriptors from the Ofsted Inspection Framework (intent). The second invites you to annotate examples of the range of opportunities offered (implementation), The third asks you to assess the impact of this provision. The final column allows you to suggest priorities for future development emerging from the audit. The key ones will form part of your school or department improvement plans and built into the planning and review cycle.
3. Remember that SMSC education is a whole school and all-lesson activity. It is not the preserve of RE and PSHE education nor is it limited to tutorial or circle time. You may want to include some staff professional development in this area.
4. Fundamental British Values are included within each section of the audit and linked to guidance produced by Ofsted and the DfE.

Some further points:

5. The audit is exemplary not exhaustive. You are thinking of *examples* of good practice, not the *entire* list. In this way it is quite unlike a health and safety or safeguarding audit where every possibility must be covered.
6. It may be useful to keep a 'scrapbook' or folder of such examples. It can give a positive indication that you are aware of its importance as well as being an interesting record and useful support to self-evaluation. It might include photographs and work from pupils as well as documents. Again, it is illustrative rather than comprehensive and it does not have to be manicured to perfection.

Spiritual development

Spiritual development is the nurturing of a personal sense of identity, purpose, beliefs (religious or otherwise) and values.

Provision for the spiritual development of pupils includes developing their:

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;*
- *knowledge of, and respect for, different people's faiths, feelings and values;*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them;*
- *use of imagination and creativity in their learning;*
- *willingness to reflect on their experiences.*

Spiritual Development

<p>Intent: key descriptors from the Ofsted Inspection Handbook</p> <p><i>Suggestions and ideas for evidencing this aspect</i></p>	<p>Implementation: Range of opportunities offered</p> <p><i>Examples of present provision and link to any documents or policies</i></p>	<p>Impact: how this provision makes a difference</p> <p><i>Examples of ways current activities develop pupils' SMSC education</i></p>	<p>Priorities: future development for SIP</p> <p><i>Include, where applicable, timescale and responsibility</i></p>
<p>a. Ability to reflect about their own beliefs and perspectives on life</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>Comprehensive programme of assemblies providing clear guidance on what is right and wrong</i> <i>Broad and balanced RE curriculum</i> <i>Opportunities to share and respond to personal beliefs in lessons and on other occasions (eg lesson observations)</i> 	<p><i>Worship planned around Christian Values with a weekly theme and opportunities to apply these to daily lives.</i></p> <p><i>All acts of Collective Worship especially Talk Worship encourage children to participate.</i></p> <p><i>Pupil led (Whoosh) Worship</i></p> <p><i>Class led worship</i></p> <p><i>Team worships, also led by Ambassadors</i></p> <p><i>Weekly Big Questions/quotes generate discussion.</i></p> <p><i>Visiting preachers from all denominations.</i></p> <p><i>Christmas Performance led by KS1. Christmas Worship at Church led by Class 5.</i></p> <p><i>Harvest Worship led by Class 3.</i></p> <p><i>Easter Worship led by Class 4.</i></p> <p><i>Materials from diocese used to supplement worship particularly during lockdowns and Post Covid restrictions.</i></p> <p><i>RE lessons. New syllabus – Believing and Belonging.</i></p> <p><i>Different religions studied as part of RE and follow a 2 year rolling programme of different aspects of religion.</i></p> <p><i>Visits, e.g. Church, Rewind to Easter, Rewind to Christmas.</i></p> <p><i>Indoor and Outdoor Reflective areas.</i></p>	<p><i>High level of involvement in Worship, from the Reception children to Year 6 through participation in discussion and leading worship.</i></p> <p><i>Children across school take part in discussions and debates through literacy study, RE, PSHCE and other foundation subjects. They nominate each week a fellow student who deserves a star and can provide reasons for doing so, linking to our Christian Values.</i></p> <p><i>They are adept at finding positives for scenarios and would generally accept the views of others even when they do not match their own.</i></p> <p><i>Outstanding playground behaviour.</i></p> <p><i>Children are willing to help and support, e.g, Wellbeing Champions, Reading Buddies.</i></p> <p><i>Older children enjoy being Ambassadors with the responsibilities this brings.</i></p> <p><i>Reading curriculum includes regular reference to books which challenge diversity, are used in class and are on prominent display.</i></p>	<p>Increased opportunities for pupils to express personal reflections during POST COVID restrictions – Oct 2021/ongoing SBM</p>

	<p><i>Opportunities for cross curricula discussion across a range of lessons.</i></p> <p><i>PSHCE scheme of work.</i></p> <p><i>Philosophy for Children sessions to enable pupils to voice opinions, beliefs and discuss topical issues in a supportive, encouraging and non-threatening environment.</i></p> <p><i>Chn are encouraged to work together in group and paired work and take part in class discussions. Teachers and TAs encourage the asking of questions whilst exploring provision areas with appropriate prompts. Younger children explore their own interests at relevant points during the day.</i></p> <p><i>All children are involved in the creation of class rules at the beginning of each year. They jointly create their vision statement as to how they wish their class to act and understand implications of actions. This is underpinned by school rules and supported progressively through RE, PSHCE lessons and collective worship.</i></p> <p><i>Evidence of valuing opinions and beliefs obtained from lesson observations. Range of pupil voice collated across a variety of topics.</i></p> <p><i>Chn are quick to support each other in time of need and work well together and look out for each other particularly in the dinner hall and during our vertical grouping days.</i></p> <p><i>Reflection sheets completed by children when appropriate as part of behaviour system.</i></p>	<p><i>Lesson observations report strong learning behaviours with a strong emphasis on team work, helping each other and acting appropriately.</i></p> <p><i>According to pupil voice, children feel valued in their opinions and beliefs about a range of topics and feel comfortable to discuss and share these with their peers. They enjoy debating and discussing.</i></p> <p><i>Strong initial response to concept of Young Wellbeing Champions. Children are very keen to support one another and encourage people to get the most positive experience of school.</i></p>	
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<p>b. Knowledge of, and respect for, other peoples' feelings, faiths and values</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Use of visits and visitors to broaden horizons • Twinning and linking • Collective worship – plans and evaluations • Schemes of work for RE, PSHE education • Development of empathy 	<p><i>Vision – love for one another</i></p> <p><i>Visits, e.g. Church, Rewind to Easter, Rewind to Christmas (although temporarily on hold due to POST COVID).</i></p> <p><i>Christmas Performance led by KS1. Christmas Worship at Church.</i></p> <p><i>Harvest Worship led by Class 3.</i></p> <p><i>Easter Worship led by Class 4.</i></p> <p><i>Visiting preachers from all denominations.</i></p> <p><i>Involvement of Peace Museum. Encouraging discussion and debate about conflict and decision making, respecting the views of others, justifying their views and changing minds.</i></p> <p><i>Visitors invited to provide a different perspective to that prevalent in our school.</i></p> <p><i>Twining –St John's and Savile Town Class 2.</i></p> <p><i>All acts of Collective Worship especially Talk Worship. This worship provide a forum for all children to have their opinion which may or may not be shared by others. Chn are keen to show their differing opinions and acknowledge that in many cases there are no right or wrong answers.</i></p> <p><i>Big questions/discussion quotes.</i></p> <p><i>Worship planned around Christian Values.</i></p> <p><i>Well Done/Celebration assemblies where pupils nominate their peers for recognition.</i></p> <p><i>Remembrance Service.</i></p> <p><i>Worship evaluated by a range of people, pupils, staff, SLT and Governors.</i></p> <p><i>RE syllabus – Believing and Belonging. Different religions studied as part of RE and follow a 2</i></p>	<p><i>Chn welcome visitors to school and are always impeccably behaved. They show a keen interest in what all our visitors have to say.</i></p> <p><i>Chn are praised for their behaviour on school visits.</i></p> <p><i>Children enjoy the Working Together days with other schools in the area, socialising well with others and engaging in activities. These have been followed up with communication between the schools (letters).</i></p> <p><i>Plans for 2023, include extended period of twinning that covers the year and focussed Peace Workshops with the Peace Museum in Bradford for upper key stage 2.</i></p> <p><i>High level of involvement in Worship, from the Reception children to Year 6, particularly when we are discussing our big questions.</i></p> <p><i>Revised schemes of work for PSHCE and RE ensure that chn have the opportunity to discuss and reflect on others and they thoroughly participate.</i></p> <p><i>Children thoroughly enjoy our work with Moto.</i></p> <p><i>Positive response to charity work:</i></p> <p><i>Harvest – Dewsbury food bank</i></p> <p><i>Christmas Jumper Day.</i></p> <p><i>Go Pink Day</i></p> <p><i>Sports Relief</i></p> <p><i>Spring Celebrations event organised by Kirklees, thoroughly enjoyed by all ages in school, giving children the chance to take part in Q & sessions with people of different religions.</i></p>	
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	<p><i>year rolling programme of different aspects of religion.</i></p> <p><i>Indoor and Outdoor Reflective areas.</i></p> <p><i>PSHCE education, including anti bullying week.</i></p> <p><i>P4C to enable pupils to voice opinions, beliefs and discuss topical issues in a supportive, encouraging and non-threatening environment.</i></p> <p><i>Opportunities for cross curricula discussion across a range of lessons e.g. Voice of Advent as part of work on Christmas – homeless, children, forgotten/lonely, refugees</i></p> <p><i>India topic – poverty, working conditions</i></p>		
<p>c. Sense of enjoyment and fascination for learning about themselves, others and the world around them</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>Lesson observations that show inspiration and enjoyment from pupils</i> <i>Active participation in projects, extracurricular activities</i> <i>Celebratory events and rewards, displays</i> <i>Involvement in community and wider activities</i> 	<p><i>School vision.</i></p> <p><i>WOW days – raised profile and frequency.</i></p> <p><i>Curriculum.</i></p> <p><i>Majority of children involved in extra curricula activities.</i></p> <p><i>Weekly Star of the Week celebration.</i></p> <p><i>Class assemblies.</i></p> <p><i>Involvement in the community, Moto hospitality, Luncheon Club. Rainbow club.</i></p> <p><i>Representing the school at interschool competitions.</i></p> <p><i>Sports Days.</i></p> <p><i>Residential visits.</i></p> <p><i>School trips.</i></p> <p><i>Links with other schools, - St John's and Savile Town.</i></p> <p><i>P4C</i></p> <p><i>Church services outside of school.</i></p>	<p><i>Feedback from WOW days is always extremely positive.</i></p> <p><i>Lesson observations report strong learning behaviours with a strong emphasis on enjoyment and being part of their learning.</i></p> <p><i>Chn are keen to represent the school at every opportunity. All potential chances for involvement in extra curricula activities are embraced, e,g, Key Stage 1 Big Sing July 2022.</i></p> <p><i>Moto events and involvement in general charity activities are enjoyed by the chn who understand what differences the money is making.</i></p> <p><i>Pupil and parent surveys.</i></p> <p><i>Parents comments after Class Worship.</i></p> <p><i>Spring Celebrations event organised by Kirklees, thoroughly enjoyed by all ages in school, giving children the chance to take part in Q & A sessions with people of different religions.</i></p>	<p>Develop further opportunities for community engagement activities, potentially in different ways due to POST COVID implications.</p>

<p>d. Use of imagination and creativity in learning</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Lessons that include opportunity to use different media or teaching & learning styles; • Encouraging, valuing and responding to pupils' questions; • Developing awe and wonder through experiences of the natural world or of wider engagement e.g. forest school 	<p><i>School ensures we have a broad and balanced curriculum catering for all interests and needs. All acts of Collective Worship especially Talk Worship.</i></p> <p><i>Big questions.</i></p> <p><i>Enquiry based learning.</i></p> <p><i>School trips.</i></p> <p><i>WOW days.</i></p> <p><i>Visitors to school re foundation subjects.</i></p> <p><i>Chicks or ducks hatching, butterflies.</i></p> <p><i>Opportunities within lessons to develop awe and wonder.</i></p> <p><i>Outdoor learning environment.</i></p> <p><i>Philosophy for Children</i></p> <p><i>Performances, theatre groups</i></p> <p><i>Opportunities for pupils to present learning in variety of forms e.g. poetry, art, written, song</i></p> <p><i>Visit to theatres</i></p>	<p><i>Creative curriculum planning ensures that the children learn in a variety of ways to enhance their desire to learn.</i></p> <p><i>Chn are part of the design of learning with their input at the start of a topic and are also ask via the pupil voice what they like doing and what they have learned. Topic evaluations.</i></p> <p><i>Chn acknowledge the awe and wonder of the world (although sometimes take it for granted).</i></p> <p><i>Spring Celebrations event organised by Kirklees, thoroughly enjoyed by all ages in school, giving children the chance to take part in Q & A sessions with people of different religions.</i></p>	
<p>e. Willingness to reflect on their own experience</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Collective worship – plans and evaluations • Use of reflective activities and space in lessons • Use of circle time or similar • Physical spaces for reflection – inside or outside the building 	<p><i>Indoor and outdoor reflective areas (space restricts reflective areas within classrooms).</i></p> <p><i>Think, pair, share and other collaborative activities in lessons and as part of plenaries.</i></p> <p><i>Circle time.</i></p> <p><i>Collective worship evaluations completed by staff, SLT, governors and pupils.</i></p> <p><i>Team meetings.</i></p> <p><i>Use of individual target booklets.</i></p> <p><i>Reflection time following stage 5 of behaviour system</i></p> <p><i>Philosophy for Children sessions</i></p> <p><i>Peace museum workshops Classes 4 & 5</i></p> <p><i>Reflection books in each class and for collective worship.</i></p> <p><i>Parent reflections following class worships</i></p>	<p><i>Chn use the indoor and outdoor reflective areas as and when they feel the need.</i></p> <p><i>Outdoor area recently refurbished by the Helping Hands group.</i></p> <p><i>Think, pair, share is a concept used widely in lessons to promote deeper understanding and to encourage more chn to feel comfortable to share their views.</i></p> <p><i>Spring Celebrations event organised by Kirklees, thoroughly enjoyed by all ages in school, giving children the chance to take part in Q & A sessions with people of different religions. Children encouraged as part of this to share their own personal beliefs and experiences.</i></p> <p><i>All collective worship evaluations very positive.</i></p>	

Moral development

Moral development is a growing awareness of right and wrong, and of mutual responsibility for one another.

Provision for the moral development of pupils includes developing their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;*
- *understanding of the consequences of their behaviour and actions;*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

Ofsted Inspection Handbook 2019

Moral Development and Fundamental British Values

Moral Development promotes Fundamental Values. The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to distinguish right from wrong and to respect the civil and criminal law

The *understanding and knowledge* expected of pupils includes:

- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety

Moral Development

Intent: key descriptors from the Ofsted Inspection Handbook	Implementation: Range of opportunities offered	Impact: how this provision makes a difference	Priorities: future development for SIP
<p>a. Ability to recognise the difference between right and wrong</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Collective worship/assemblies • Anti-bullying policies • School rules, rationale & implementation 	<p><i>All children are involved in the creation of class rules at the beginning of each year. They jointly create their vision statement as to how they wish their class to act and understand implications of actions.</i></p> <p><i>This is underpinned by school rules, which are created collectively, and supported progressively through RE, PSHCE lessons and collective worship. Positive Behaviour and Anti-bullying Policy reviewed annually.</i></p> <p><i>British Values explicitly mapped out across full curriculum, worship and within PHSCE and annual life of the school.</i></p> <p><i>PHSCE, RE schemes of work and Collective Worship timetable specifically cover differences.</i></p> <p><i>Reflection sheets completed by children on stage 5 of behaviour system. Positive behaviour system – stamps, certificates, team points.</i></p> <p><i>Weekly celebration assembly to recognise positive behaviours by pupils.</i></p>	<p><i>Children recognise right from wrong, from a simplistic level in reception to a more detailed level in Year 6. They study anti-bullying week which raises many of the issues in this area. They are keen to seek justice when things are not done correctly.</i></p> <p><i>Key Stage 2 particularly enjoy their topic of Crime and Punishment.</i></p> <p><i>Refined behaviour policy results in earlier intervention and fewer cases of pupils reaching the higher stages.</i></p> <p><i>Termly report on positive behaviours show the majority of children achieve at least a bronze award.</i></p> <p><i>New PSHCE curriculum has a core area of keeping safe and how best to do this in an age appropriate manner.</i></p>	<p>Continued involvement of visitors such as PCSOs, Magistrates visit, etc,</p>

<p>b. Ability to apply this understanding in their own lives and to recognise legal boundaries</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> Curriculum content including coverage of the rule of law and judicial system Links with law and justice agencies; examples of cooperation and resolution Policies on inclusion, restorative justice, home-school contracts etc Partnership with charities/community Instances of personal choices and exemplary behaviour (as appropriate) 	<p>Home school agreements. Visits by local police. SEN and Inclusion Policy. Staff Team Teach trained. Standardised reward system – individual stamp cards. Reflection sheets completed by children stage 5 and above. Links to variety of charities. Crime and Punishment topic Class 4. P4C topics of discussion. PSHE curriculum. RE curriculum. Pupils give considered reasons for their chosen star of the week and recognise and respect exemplary behaviour in others. Visit from members of the Youth Courts for UKS2 & MPs Rights, responsibilities and laws covered in PSHE, topic.</p>	<p>Children have a good understanding of right and wrong and will jump to the defence of others from an early age to defend their rights. Children are part of defining and agreeing their own rules for acceptable behaviour. There are very few instances of poor behaviour and the vast majority of children act appropriately and consistently. In the few instances that we have, children complete a reflection sheet which formalises the thinking about consequences of actions. They particularly enjoy doing their bit for others, through charity days to Moto involvement. New PSHCE curriculum has a core area of keeping safe and how best to do this in an age appropriate manner.</p>	
<p>c. Understand consequences of their own behaviour and actions;</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> Initiatives that have encouraged pupils to change behaviour and attitudes Schemes of work and lesson observations Behaviour policy and protocols, including restorative practice 	<p>Reflection sheets completed by children stage 5 and above. PSHCE and RE schemes of work. Talk Worship. Online Safety, including Internet safety day. Anti-bullying week. P4C discussion topic Peace Museum Workshops – Classes 4 & 5 NSPCC assemblies (KS1 and KS2) and workshops (KS2) about safety including</p>	<p>In the few instances that we have, children complete a reflection sheet which formalises the thinking about consequences of actions. Children are encouraged in the first instance to negotiate their own differences before reacting negatively. When actions do not meet with requirements, children complete a reflection sheet</p>	<p>Continued use of Peace Workshops to support learning.</p>

	<p>online safety. Workshop also offered to parents.</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety/</p> <p>County Lines work – visiting theatre performance and members of the police force</p> <p>Visit from members of Youth Courts</p> <p>Restorative practice through reflection sheets and managed discussions where relationships have broken down</p>	<p>identifying the implications of their actions.</p> <p>Statistics stage 4 and above show very few instances of SLT intervention.</p> <p>Peace workshops and P4C enables children to consider reasons for actions and implications of decisions.</p>	
<p>d. Interest in investigating, and offering reasoned views, about moral & ethical issues.</p> <p>For example:</p> <ul style="list-style-type: none"> Evidence from schemes of work and lesson observations – throughout the curriculum, especially RE, PSHE Opportunities to debate and discuss – within and beyond lessons Use of visitors and activities beyond school 	<p>Talk Worship.</p> <p>PSHCE and RE schemes of work.</p> <p>Visitors invited to provide a different perspective to that prevalent in our school.</p> <p>Money week.</p> <p>Global Education work.</p> <p>Weekly Big Question and Talk Worship - displayed in all classrooms.</p> <p>Peace Workshops.</p> <p>Philosophy for children</p> <p>County Lines theatre workshop</p> <p>Visit from Youth Courts</p> <p>Voices of Advent</p>	<p>Children across school take part in discussions and debates through literacy study, RE, PSHCE and other foundation subjects.</p> <p>Observations show that children enjoy engaging and participating in discussions, confidently expressing their own views whilst respecting those of others.</p>	Continued use of Peace Workshops to support learning.
<p>e. Understand and appreciate the viewpoints and experiences of others;</p> <p>For example:</p> <ul style="list-style-type: none"> Evidence from schemes of work and lesson observations 	<p>Visitors invited to provide a different perspective to that prevalent in our school.</p> <p>Joint worship opportunities with vicar and imam.</p> <p>PSHCE and RE schemes of work.</p> <p>Talk Worship.</p> <p>SEN and Inclusion Policy.</p>	<p>The culture of fairness and individuality allows children to express their own views freely.</p> <p>PSHCE and RE allows opportunities to debate moral dilemmas and help support children to make the right decisions.</p> <p>Children happily accept that they may have different beliefs than others and that both beliefs have</p>	Continued use of Peace Workshops to support learning.

<ul style="list-style-type: none"> • <i>Encouragement of inclusion and challenging of inappropriate words, actions and attitudes</i> • <i>Involvement in specific projects or focus days such as Black History Month or International Day against homophobia and transphobia</i> • <i>Comprehensive inclusion and anti-bullying procedures</i> 	<p><i>Positive Behaviour and Anti-bullying Policy reviewed annually.</i></p> <p><i>Single Equality Plan.</i></p> <p><i>Global Education work.</i></p> <p><i>School linking programme St Johns and Savile Town (Class 2)</i></p> <p><i>Philosophy for Children</i></p> <p><i>Peace Workshop</i></p>	<p><i>their merits. A recent example was in a Year 2 PSHCE lesson when the class were discussing what they would do in a given scenario. Children accepted that some would choose different approaches to themselves, even if they didn't believe in them.</i></p> <p><i>Chn welcome visitors to school and are always impeccably behaved. They show a keen interest in what all our visitors have to say.</i></p> <p><i>Children are exposed to different ways of life through their study of various religions in RE and as such respect is covered in depth in both PSHCE and RE.</i></p> <p><i>Children work well together, they show consideration to others, respect the views of others, which may differ from their own and will happily join in a debate at all ages.</i></p>	
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Social Development and Fundamental British Values

Social development

Social development is the increasing realisation that everyone belongs to various communities and that all need to cooperate and work together in the common good.

Provision for the social development of pupils includes developing their:

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;*
- *acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

Ofsted Inspection Handbook, 2019

Social Development promotes Fundamental Values. The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;

- Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied.

The *understanding and knowledge* expected of pupils includes:

- An understanding of the importance of identifying and combatting discrimination;
- An understanding of how citizens can influence decision making through the democratic process;
- An appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety.

Social Development

<i>Intent: key descriptors from the Ofsted Inspection Handbook</i>	<i>Implementation: Range of opportunities offered</i>	<i>Impact: how this provision makes a difference</i>	<i>Priorities: future development for SIP</i>
<p>a. Use a range of social skills in different contexts</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>Discussion and teamwork activities in lessons as evidenced in observations and planning</i> <i>PSHE and SEAL lessons – planning and observations</i> 	<p><i>Role of Ambassadors and class monitors.</i></p> <p><i>Think pair share and teamwork activities across the curriculum.</i></p> <p><i>PSHCE scheme of work.</i></p> <p><i>Worship leaders and monitors.</i></p> <p><i>Young Mental Health Support buddies.</i></p> <p><i>School wide tasks – answering the telephone.</i></p> <p><i>Reading buddies.</i></p> <p><i>Twinning with another school. Vertical classes days.</i></p> <p><i>Involvement in inter-school competitions and events</i></p>	<p><i>Chn thrive on responsibility and are willing to volunteer irrespective of age (reception child wanting to help leading worship).</i></p> <p><i>Ambassadors provide a pupil voice and undertake a variety of jobs around school. Newly formed Wellbeing Champions take their roles seriously</i></p> <p><i>Class 5 take their role on answering the phone and other school wide jobs very seriously.</i></p> <p><i>Children love the opportunity to look out for each other in their teams and on vertical class day. This works both ways with younger children also looking after the older ones.</i></p> <p><i>Increased responsibility in leading Worship – Whoosh Worship.</i></p> <p><i>Pupils represent school well during inter-school events</i></p>	<p>Continue to expose children to positive experiences.</p>
<p>b. Work and socialise with pupils from different religious, ethnic and socioeconomic backgrounds</p>	<p><i>Twinning with Savile Town, St John's.</i></p> <p><i>Inter-school competitions</i></p>	<p><i>Past involvement has been very beneficial with children accepting of children as they are and not as a result of their disability or ethnicity.</i></p>	<p>Longer term twinning to commence September 22 with KS1 and KS2.</p>

<p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Twining and other links with different schools</i> • <i>Involvement in specific projects</i> • <i>Challenging of inappropriate prejudices by staff and pupils</i> 		<p><i>Opportunities are taken wherever possible to challenge stereotypical views in curriculum subjects/topics</i></p>	
<p>c. Participating in a variety of communities and social settings, through volunteering, cooperating & resolving conflicts</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Role and activity of school council</i> • <i>Discussion and teamwork activities</i> • <i>Role of prefects and monitors</i> • <i>Use of conflict resolution procedures</i> 	<p><i>Role of Ambassadors and class and school monitors.</i> <i>Think pair share and teamwork activities across the curriculum.</i> <i>Wellbeing Champions</i> <i>PSHCE scheme of work.</i> <i>Talk worship.</i> <i>Reflection sheets.</i> <i>Worship leaders successfully leading Whoosh Worship.</i> <i>Positive Behaviour and Anti-bullying Policy reviewed annually.</i> <i>Rainbow club run by Year 5 and 6.</i> <i>Reading buddies volunteers.</i> <i>Community volunteering – MOTO</i></p>	<p><i>Analysis of positive and negative behaviour across school indicates small number of incidents.</i></p> <p><i>Pupils take an active and participatory role in resolving conflict, quickly identifying right from wrong.</i></p>	<p>Continued support with Helping Hands in the community, via support at Moto, carol singing, etc.</p>
<p>d. Demonstrate appreciation of British values: democracy, rule of law, individual liberty, tolerance & respect</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Active school council</i> • <i>Schemes of work and school policies and practices clearly affirm equality and combat discrimination</i> • <i>Partnerships with local agencies such as health and police services, local council</i> • <i>Partnership in community campaigns or projects</i> 	<p><i>PSHCE scheme of work. British Values are also included in PSHE LTP.</i></p> <p><i>Visits by local police, fire service, Dewsbury Youth Courts.</i></p> <p><i>Peace museum visit.</i></p> <p><i>Ambassadors chosen by vote within teams.</i></p>	<p><i>No separate BV stream of work now as all BV activities underpin each half term's PHSCE work. BV underpins everything we do, with an early focus on FBV at the beginning of each year.</i></p> <p><i>Charity work with Moto supports Help the Heroes. Children thrive on involvement and enjoy making a difference.</i> <i>Clear active role of Ambassadors.</i></p>	<p>Continued use of Peace Workshops to support learning and visits by others, e.g. police, MPs</p>

Cultural development

Cultural development involves the experience and appreciation of the wide range of human experience in history, tradition and creative arts. It is also appreciation of the cultural and human diversity in communities.

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ofsted Inspection Handbook, 2019

Cultural Development and Fundamental British Values

Cultural Development promotes Fundamental Values. The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to acquire a broad general knowledge of and respect for public institutions and services;
- Further tolerance and harmony between cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

The *understanding and knowledge* expected of pupils includes:

- An understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the Police and the Army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Cultural Development

Intent: key descriptors from the Ofsted Inspection Handbook	Implementation: Range of opportunities offered	Impact: how this provision makes a difference	Priorities: future development for SIP
<p>a. Understand and appreciate the wide range of different culture and heritage in modern Britain, valuing what is shared in common</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Special weeks or days to celebrate culture or heritage • Schemes of work represent a wide range of cultural influences • Participation in community, area or national events • Representation of community on governing body 	<p><i>PSHCE/RE schemes of work.</i></p> <p><i>Twinning opportunities.</i></p> <p><i>Peace Museum visit.</i></p> <p><i>Global Education work, P4C.</i></p> <p><i>Inter-school sporting events.</i></p> <p><i>Topics - Local area, food, weather around the world, country studies, world cup/Olympics.</i></p>	<p><i>Children love the opportunity to represent the school at visits or in competitions.</i></p> <p><i>Class 5 children are all keen to represent the school at Moto activities.</i></p> <p><i>Younger children embrace making friends at our twinning days and do not see children as different but as 'new friends'.</i></p>	<p>Continued attendance at community events.</p> <p>Increased use of opportunities within the reading curriculum to expose children to diversity.</p>
<p>b. Knowledge of Britain's democratic and parliamentary system</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Curriculum coverage • Links with local democratic representatives • Projects connected with local democracy 	<p><i>Ambassadors democratically appointed.</i></p> <p><i>PSHCE scheme of work.</i></p> <p><i>Election topics/activities</i></p> <p><i>Visits by local MPS and Mayor.</i></p>	<p><i>Very knowledgeable.</i></p> <p><i>Children have enjoyed participating in election based topics and considering the role and responsibilities of parliament and political parties.</i></p>	<p>Continued use of visits to support learning, e.g. police, MPs</p>
<p>c. Participate positively in artistic, musical, sporting and cultural opportunities</p>	<p><i>All sporting opportunities are embraced – after school enrichment and inter school competition.</i></p>	<p><i>Positive response to sports coaches from chn and teaching staff.</i></p> <p><i>Art days, music days</i></p>	<p>Continued exposure to musical opportunities outside of school.</p>

<p><i>For example:</i></p> <ul style="list-style-type: none"> • Visits related to cultural opportunities • School projects in the arts – drama, art, music etc • Sporting events, including opportunities beyond running and chasing balls. • Evidence of policy to maximise access to opportunities for all students 	<p><i>Appointment of sports coaches with Sports Premium Funding.</i></p> <p><i>Big Sing.</i> <i>Class Worship where all are encouraged to contribute.</i></p> <p><i>Whoosh Worship.</i></p> <p><i>All children participate in annual performances.</i></p> <p><i>Key stage 1 perform also at Christmas both in school and for the local luncheon club for elderly people in the community.</i></p> <p><i>Class 3 lead worship at Church at Harvest, Class 4 lead worship at Church at Easter and Class 5 lead worship at Church at Christmas.</i></p> <p><i>School visits to museums, theatres.</i></p> <p><i>Vertical theme days:</i> <i>Art/Design/Music; Science; Global issues</i></p> <p><i>Spirited arts competition</i></p>	<p><i>This results in very confident children who happily show off their skills to a range of audiences.</i></p> <p><i>All chn access all trips.</i></p> <p><i>Pupils enjoy engaging in a wide range of afterschool clubs.</i></p>	
<p>d. Explore, understand and respect different faiths, races, classes and cultures</p> <p><i>For example:</i></p>	<p><i>RE and PSHCE scheme of work.</i> <i>Foundation curriculum</i> <i>Weekly challenges/character curriculum opportunities</i> <i>Twinning opportunities.</i></p>	<p><i>Character curriculum fosters independence, resilience, group work and helps children gain an understanding of challenges faced by people around the world, including ethical clothes production and a paper bag making challenge to</i></p>	<p>Continue Peace Museum visits.</p> <p>Twinning opportunities to continue across school.</p>

<ul style="list-style-type: none"> • <i>Positive attitude from students to diversity</i> • <i>Staff training in diversity and inclusion and evidence of whole school commitment</i> • <i>School linking and twinning</i> • <i>Examples of contrasting experiences of different cultures – special days and weeks</i> • <i>Visits and visitors from faith communities</i> 	<p><i>Visitors invited to provide a different perspective to that prevalent in our school.</i></p> <p><i>School visits by Peace Museum.</i></p> <p><i>Collaborative visit with local Imam and vicar.</i></p>	<p><i>explore what life is like for poor children trying to earn a living in India.</i></p> <p><i>Children thoroughly enjoy and engage especially well in twinning opportunities with other schools, socialising well with children of other faiths and cultures than is prevalent in our school.</i></p>	
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