

SMSC AUDIT

CLUNBURY CE PRIMARY SCHOOL

‘Teach children how they should live, and they will remember it all their lives.’
Proverbs 22:6 - Good News Bible

What is SMSC?

Our vision statement can be clearly seen in these following 4 areas:

- ◆ **Spiritual Development** relates to that aspect of inner life through which pupils acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religion; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.
- ◆ **Moral Development** is about building a framework of moral values for pupils, which regulates their personal behaviour. It is the development of pupils' understanding of society's shared and agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. It is also about pupils gaining an understanding of the range of views and the reasons for the range, and developing an opinion about the different views.
- ◆ **Social Development** is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together, and functioning effectively in a multi-racial, multi-cultural society. It also involves the development of the inter-personal skills needed for successful relationships.
- ◆ **Cultural Development** is about pupils understanding their own culture, other cultures in their locality and region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Young people need to understand that cultures may change and be able to adapt to an ever changing world.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

AIMS	OBJECTIVES	EVIDENCE	IMPACT ON PUPILS
<ul style="list-style-type: none"> ◆ The ability to listen and be still ◆ The ability to reflect ◆ The ability to sense the awe and wonder in the world ◆ The ability to love and to be loved by people - special nature of human relationships ◆ The ability to care for nature and living things ◆ To ability identify where our values appear within our lives 	<ul style="list-style-type: none"> ◆ To develop the skill of being physically still, yet alert ◆ To develop the skill to use all ones senses ◆ To develop imagination ◆ To encourage times for quiet reflection throughout the school day ◆ To develop individual self confidence ◆ To develop curiosity and questioning about the world around us 	<ul style="list-style-type: none"> ◆ Throughout the curriculum particularly in RE and PSHE curriculum ◆ Collective Worship – some led by pupils ◆ Reflection time in Worship ◆ Values display in school ◆ Right to withdraw from Collective Worship ◆ Celebration assemblies ◆ Open the Book ◆ MacMillan Coffee Morning ◆ Drama ◆ Class prayers ◆ Visits to St Swithin’s Church ◆ Easter Experience ◆ Forest School ◆ Federation joint events ◆ Outdoor experiences 	<ul style="list-style-type: none"> ◆ Children start to show empathy and ability to reflect on own and others’ achievements ◆ Pupils develop positive attitudes, values and principles ◆ Pupils develop an understanding of other places of worship and people of other faiths and where possible through physical visits to places of worship and meeting people ◆ Respect for themselves and others ◆ Awareness and understanding of own and others’ beliefs ◆ Leadership skills, taking responsibility for others, ethos throughout the school of older pupils caring for younger ones

Moral Development

Pupils are encouraged to understand as a small school family we need to work together for success. Therefore there are clear expectations on the pupils and staff throughout the day which enables all to understand what is best for individuals and the school and what may let themselves or others down. At Clunbury CE School we work towards an understanding of what is right and wrong. This foundation allows pupils to develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

AIMS	OBJECTIVES	EVIDENCE	IMPACT ON PUPILS
<ul style="list-style-type: none"> ◆ To understand the principles lying behind decisions and actions ◆ To be able to distinguish between right and wrong and to respect the law in England ◆ To be able to make decisions, accepting and understanding consequences of their actions ◆ To develop an understanding of morality so that they can take responsibility for their own moral decisions 	<ul style="list-style-type: none"> ◆ To tell the truth ◆ To respect the rights and property of others ◆ To help others less fortunate than themselves ◆ To be considerate to others ◆ To take responsibility of own actions ◆ To exercise self-discipline ◆ To develop high expectations and a positive attitude ◆ To conform to rules and regulations to promote order for the good of all 	<ul style="list-style-type: none"> ◆ Throughout the curriculum, particularly RE and PSHE curriculum ◆ Collective Worship – some led by pupils ◆ Crucial Crew ◆ Pupil Voice ◆ Class helpers ◆ Stars and Values Awards ◆ Citizen Award ◆ Rainbow chart ◆ Supporting charities - Macmillian, Food Bank at Harvest, Comic/Sport's Relief, Poppy Appeal ◆ Forest School ◆ Residential trips 	<ul style="list-style-type: none"> ◆ Pupils have more confidence in themselves and their local community ◆ Pupils are able to give reasons for things being right and wrong ◆ A positive atmosphere pervades the school ◆ Pupils look after each other and take responsibility for each other; conflicts are resolved quickly and effectively ◆ Pupils have very clear values (related to the Values) which impact on their behaviour; they have a definite sense of what is right and what is wrong ◆ Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others. ◆ Pupils have a wider understanding of the needs of others

Social Development

This enables pupils to become conscientious participants in their family, class, school and the local and wider community and make a positive contribution to the lives of others in society. Within this children need to understand that having a place in society or a group can be a joyous, happy and important part of life whilst also understanding that to be part of such a group relies on their participation and cooperation of others.

AIMS	OBJECTIVES	EVIDENCE	IMPACT ON PUPILS
<ul style="list-style-type: none"> ◆ To relate positively to others ◆ To participate fully and take responsibility in class and school ◆ To use appropriate behaviour across a range of situations ◆ To work cooperatively with others ◆ To use own initiative responsibly ◆ To understand our place in our family, school and society ◆ To 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 in England. 	<ul style="list-style-type: none"> ◆ To share emotions such as love, joy, hope, anguish and fear ◆ To be sensitive to the needs and feelings of others ◆ To work as part of a group ◆ To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc. ◆ To develop an understanding of citizenship and to experience being a part of a caring community ◆ To show care and consideration for others e.g. sharing and turn taking ◆ To realise that every individual can do something well and have something to offer 	<ul style="list-style-type: none"> ◆ MacMillan Coffee Morning ◆ Charitable events (Red Nose Day, Children in Need etc) ◆ Citizen Award and Rainbow Chart ◆ Class rules ◆ All pupils play together at playtimes and lunchtimes ◆ Supporting others within the school community ◆ Community and church festivals and events ◆ Wrap around care ◆ Paired and group work ◆ Working across the Federation ◆ Forest School ◆ Residential trips ◆ On Whimberry Hill Project 	<ul style="list-style-type: none"> ◆ Pupils are given opportunities to socialise with a wider range of people and other pupils ◆ We invariably receive positive comments about our pupils whenever we go on a trip or receive visitors in school ◆ Pupils build effective friendships and relationships ◆ We have a very close knit school community and good relations with the wider village and rural community ◆ Opportunities are given to widen pupils' horizons ◆ Pupils feel they have a say in their school ◆ Pupils exercise responsibility in running areas of school life

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. We recognise that our community is predominantly of the same ethnic and religious background. Therefore, we recognise the importance of this area within our school lives.

AIMS	OBJECTIVES	EVIDENCE	IMPACT ON PUPILS
<ul style="list-style-type: none"> ◆ To relate positively to others and to accept people regardless of ethnic or religious background ◆ To understand cultural and religious differences and how they are important to people ◆ To participate fully and take responsibility in class and school ◆ To give opportunity to experience a range of The Arts including visits as enrichment opportunities ◆ To use appropriate behaviour across a range of situations ◆ To work cooperatively with others ◆ To use own initiative responsibly ◆ To understand our place in our family, school and society ◆ To 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 in England. 	<ul style="list-style-type: none"> ◆ To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England ◆ To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. ◆ To develop a love for learning ◆ To develop an understanding of different cultures and beliefs, including Christianity ◆ To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond ◆ To develop the ability to value these independently 	<ul style="list-style-type: none"> ◆ Wide range of visits and trips ◆ Music service ◆ Throughout the curriculum, particularly RE and PSHE curriculum ◆ Gardening Club ◆ World Book Day ◆ New library ◆ Cultural days 	<ul style="list-style-type: none"> ◆ Pupils have opportunities to become aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school ◆ Pupils have an understanding of the world outside their own ◆ Pupils feel they have opportunities to showcase their diverse talents and feel valued for this (sharing of out of school achievements in weekly sharing assembly) ◆ Pupils experience opportunities which enrich their cultural understanding

SMSC Across the Curriculum

ENGLISH contributes to children's SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

HISTORY makes a contribution to children's SMSC by:

- Looking at the creation and evolution of British society;
- Enabling pupils to reflect on issues that have had an impact on society and culture;
- Showing an awareness of the moral implications of the actions of historical figures.

MATHEMATICS can provide a contribution to children's SMSC by:

- Enabling pupils to acknowledge the important contribution made by mathematics from different cultures across the world. The reinforcement of comparative language encouraging the diversity of thought.

SCIENCE contributes to children's SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different cultures.

COMPUTING contributes to children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;
- Making clear the guidelines about the ethical use of the internet; Acknowledging advances in technology and appreciation for human achievement

FRENCH contributes to children's SMSC development through:

- Social Skills are developed through group activities and communications exercises.
- Listening skills are improved through oral/aural work.

GEOGRAPHY contributes to children's SMSC development through:

- Reflection on the earth's origins, future and diversity;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

PE contributes to children's SMSC development through:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

RE contributes to children's SMSC development through:

- Encourages pupils to understand and recognise diversity of faith in the UK and the wider world.
- Allows opportunities to question their own beliefs and the beliefs of others to gain respect and understanding of society in the UK and the wider world.

Gives opportunity to reflect upon some of the more complex questions of life and allows further opportunity to investigate in a safe and nurturing environment without bias.

ART contributes to SMSC by:

- Art lessons develop children's creative appreciation
- In turn Art evokes feelings of 'awe' and 'wonder';
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues.

DESIGN & TECHNOLOGY

contributes to children's SMSC development through:

- Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology;
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

PSHE contributes to children's SMSC development through:

- Allows children to discover the importance of values within our society and across the wider world.
- Develops respect for other cultures.

Encourages children to understand what makes a good citizen and how they should live their lives.