

Eyam C of E Primary School

Spiritual, Moral, Social and Cultural development: Personal development, behaviour and welfare @ Eyam CE Primary School



Agreed: November 2017

Review Date: November 2020

Eyam School vision is to be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Signed by _____ on behalf of the Governing Body Date _____

Spiritual, Moral, Social and Cultural development: Personal development, behaviour and welfare @ Eyam CE Primary School

Eyam School vision statement

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Our core values are: respect, resilience and responsibility

Eyam School aims to

1. Create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence.
2. Ensure we provide innovative learning opportunities that develop the whole child empowering pupils to explore and believe in themselves.
3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. Help children understand Britain's cultural heritage.
5. Prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes.
6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.
7. Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

Personal development, behaviour and welfare @ Eyam CE Primary School

Our definition of SMSC development includes a child's ability to explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. It relates very closely to a growing understanding of British values, citizenship and links to an appreciation of how to keep safe and healthy as well as becoming an independent, resilient learner. Enabling a child's personal development is about fully developing the whole child – helping pupils grow and develop as people – preparing them for the adult world – allowing pupils to make sense of the world – achieving their full potential

At Eyam the following Policies all contribute towards an effective SMSC awareness: RE, PSHE, What if? teaching, Character (virtue lead) Education, e-safety, safe-guarding, SRE, the School Council, School aims, ethos and values, Worship themes, the Anti-bullying STOP Award, Fair-trade and Eco Awards and our links with the Community and the Church.

British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are part of our wider development of citizenship which is about helping people understand how life works and how to challenge and change it for the better.

Spiritual development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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 and a willingness to reflect on their experiences.

EVIDENCE

RE lessons – RE curriculum overview, long term plan, medium term planning, RE books, display, questions on walls, SMSC File, Pupil Questionnaire, visits, Forest Schools books/display, What if? teaching style, reflections over the year after key events, Worship themes linked to both church and school events, SIAMs action plan, Worship record kept by the children, Pupil Super star awards.

Moral development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, 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.

EVIDENCE

School rules and behaviour policy/system of rewards and sanctions, School Council feedback and meetings as well as projects, PSHE Lessons and Curriculum plans, Safeguarding keeping safe work using 'thinkuknow' website, links with local Police officer, Hate Crime presentation, Internet Safety talk by Local Officer for Parents and children, British values Assemblies eg linked to the election or People who inspire us topic, ethical discussion during energy and ethics week, debating club, Pupil questionnaire, Fair-trade work.

Social development

Pupils' social development is shown by 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- School Council, Eco Team and Fair Trade Fellowship groups.
- Mini Leaders supporting positive play experience for younger children.

EVIDENCE

- Links to Jan Tam School, a school in Burkina Faso – exchange of letters, power points and samples of work and ideas about food to compare and discuss, Range of sporting fixtures with different schools, welcome to visiting schools from Sheffield or Chesterfield as well as planned links through the museum. Young voices experience with 3000 children, visit to Derby Open Centre every 2 years, residential trips including working alongside other schools, trips and visits to Derby, Sheffield, Manchester and London,
- New project to ensure children explore voluntary activities, ethical lessons, debate, own soup kitchen lunch with elderly from the village and planned trip to the Sheffield Archer Project harvest appeal
- Discussion about BV through School Council, local elections, local real life events such as debate about Community transport – letter writing. Participation in the Cluster Parliament visits to the Cathedral in Derby and meeting the local MP. School rules and links to news and visit from local Police to explain hate crime, thinkuknow e-safety lessons, through RE and PSHE open discussion and questions about range of faiths and how different people celebrate and show their faith, links to church and local community events where there are community rules to respect.

Cultural development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further a field as an essential element of their preparation for life in modern Britain
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

EVIDENCE

Ensuring that the children learn about local traditions and can talk about where they live and how life here has changed over time, involvement in the re-enactment of the plague story. PSHE and display and worship related to national and international events such as Remembrance day – selling poppies, school interactive display, taking about and watching videos to show how life experiences can change you and your children's future, developing respect for other people (British value). Celebrating the Olympics, inviting an Olympic athlete to school, learning about the country and its people as well as the background history to the Olympics,

Visit to Derby Open centre to inspire a deeper understanding of faiths and where and how they are celebrated, visit to school in Sheffield and visit from other schools who are looking at the village – invite to lunch, link to school in Gambia, use of web links to compare other places to our own lives – African topic, Fair trade videos and ethics discussion, use of first news reports, regular discussion, hate crime discussion with the local police.

Assembly and display about the historical importance of voting during the elections, School Council is elected formally through in class voting booth system and follows written statements of intent, this is a promotion of and explanation of British values.

All pupils participate in a range of artistic, inter-school sporting and cultural events – next year sports day will have a cultural element, Fair trade events and ethical lessons, Young voices (3000) with schools from the north of England at Sheffield Arena, Inspire project for specific pupils. Ks1 and 2 children learn Spanish and using videos can see how Spanish life differs to that in rural UK. First News is used regularly in Upper KS2 Class as a source of information and to open and encourage debate

We believe that the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive and equips them to be thoughtful, caring and active citizens in school and in wider society.

Current Outstanding Grade descriptors for personal development, behaviour and welfare to which we aspire:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour or use of derogatory language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Questions we have discussed as a staff:

School Approach to SMSC

How will SMSC education contribute to the enrichment of Eyam School?

Stakeholders will have a sense of wonder about the world and all peoples and places who live on it. They will develop respect for each other and be interested to hear about the ideas, motives and emotions. Staff keep a note of initiatives and plan SMSC in to their half termly overview which is shared with parents and is available on the school website.

How are members of the SLT promoting this vision to teachers, parents - and the wider community?

School Website, weekly newsletter, close links to church and community involvement, PTA links with school, parents Forum and activities that they initiate/support, range of PP support, staff inset and planning as a team for WOW events and church year. The planned development of 'What if?' questions. Specific Community events such as the soup lunch or carol singing, Eco, Fair trade Active Mark and Enterprise events and project and activities.

Management of SMSC

What type of teaching/learning resources are available

RE Understanding Christianity Curriculum and PSHE SEAL Curriculum, visits, local community involvement, e-safety and associated anti-bullying campaigns, Fire brigade R/1 Mountain rescue R/1 police hate crime 5/6, First Aid for Life course, Stranger Danger presentation with local Police Officer, Forest School weekly lessons provide further opportunities out of class to demonstrate

growing skills and aptitudes. Curricular visits in particular to Derby multi-faith Centre, London Museums and Sheffield school swap. General support, initiatives and Policy review, monitoring and feedback by Governors through learning walks, involvement in events and SIP review cycle.

Section 31 of updates from the common inspection framework

Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':

- pride in achievement and commitment to learning, supported by a positive culture across the whole provider
- self-confidence, self-awareness and understanding of how to be a successful learner
- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
- prompt and regular attendance
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.