

SMSC Audit Y6



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	<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 (e.g. Term 1 'What matters most to Christians and Humanists?') • Geography topics - cross-cultural comparisons (UK/Mexico), comparing values from Victorian Britain (education for children, etc), comparing lives to Inuit North Americans in 'Frozen Kingdoms'. • Mexico/Mayans - 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 Assemblies on British values throughout the year. Thrive activities 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 Reflect on our school rules (ion comparison with the Victorians - 'Revolution' topic) Dedicated positive play and 'chillout' rooms Weekly Newsround assemblies to address current affairs (refugees, etc) Elections for sports team captains and vice captains
Accommodating difference and respecting the integrity of individuals	An increasing ability to reflect and learn from this reflection	Reflection time in behaviour policy Acceptance and inclusion of SEND pupils through inclusion Values evidence by celebration awards given by peers to peers (nominations for caring 'awards')

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 in defence of their aims, values, principles and beliefs

- Quality of teacher's questioning promotes thinking skills
- Curriculum is mainly cross curricular/thematic (e.g. all English links to wider topic) so work feels important and meaningful
- Creative lessons / opportunities including outdoor activities (Whitehall or 'home team' week activities: dens, ropes, climbing)
 - Mathematics/Enterprise projects, science and DT teams promote group work including reasoning and reflection
 - Money week



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	<ul style="list-style-type: none"> • Behaviour Policy developed and reviewed regularly with pupils • Pupils are given reflection time for bad behaviour during break/lunch • Pupils are given responsibilities through the signing of behaviour agreements • Persuasive writing allows development of moral reasoning and expression of opinions (e.g. "Should children have been made to work in the mines?" during our Victorian topic).
Promoting measures to prevent discrimination on the basis of race, religion, or gender	A confidence to act consistently in accordance with their own principles	<ul style="list-style-type: none"> • Teach RE agreed syllabus, reflecting varied cultures • Black History Month - looking at famous black sports stars and learning about the history of slavery • Assemblies- British values • Anti-bullying week (inc. racism, sexism, homophobia, etc) • Anti-racism and celebration of diversity embedded in curriculum - e.g. biography of Mary Seacole in Y6 Victorian topic discusses the prejudices she faced. • Diverse heroes represented in posters in the playground (Mandela, Brunel, Nightingale, etc)
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	<p>Assemblies - planned centrally to include moral aspects and British Values</p> <p>Distinct PSHE and PSHE lessons embedded curriculum - see planning</p> <p>History topics - Mayans, Victorian Britain (did these cultures have the same values as us?)</p> <p>Discussion of current events - Newsround assemblies on Thursdays</p>
Rewarding good behaviour	An ability to make responsible and reasoned judgements on moral dilemmas	<p>Dojos</p> <p>Attendance awards</p> <p>Special lunchtime table award</p> <p>Well Done assemblies</p> <p>Weekly/termly reward time</p> <p>Monitors and positions of responsibility</p>

<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 History/Geography topic on Mexican traditions (Day of the Dead, Mayan worship)</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>Daily assemblies Conduct at sporting activities and clubs - Y6 reps, sports ambassadors, play leaders Promotion of school values - non negotiables, etc</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	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
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 "Confidence and Respecting Everyone. Believe, enjoy, succeed together" - school motto. 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 Year 6 play leaders Group work, Peer and self-evaluation in lessons Sports day house group activities Science/DT teams
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 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	Residential in year 6 (Whitehall) Year 6 end of year production (Leavers' assembly) Year 6 presentation evening at the end of year 6 Teams entered for all sporting activities (interschool) Book talk groups
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) Thrive sessions - in class and 1-1

Providing opportunities for engaging in the democratic process and participating in community life	Benefit from advice offered by those in authority or counselling roles	Eco, Wellbeing, School Council elections in September Enterprise projects: manufacturing Xmas gifts to sell at the fair Class nominations for 'Caring' award in special assemblies
Providing opportunities for pupils to exercise leadership and responsibility	Exercise responsibility	School Council Year 6 job squad 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	Choir community singing - Carols around the Tree Eco committee WeWill Explore litter pickers Y6 helping with Xmas and Summer fairs and selling cakes/donations on numerous charity coffee mornings and cakes sales. Enterprise projects School choir outings - Young Voices



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	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, wellbeing warriors, eco club members...
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. Themes weeks, e.g. RE week, money week, book fairs Crafting items to sell in Enterprise Book week activities: dressing up as literary heroes Music tuition options Writing competitions - Spooky Writing, Legend of Kevin competition
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 - Y6: Erewash Museum, Whitehall
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 - Fridays
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 (Mayan music, modern Mexican music, Salsa dancing, modern pop and soul through teaching in Charanga) Art work from different cultures including in cross curricular topics (Mayan, Inuit folk-art, Women's art in WW2 topic)

		<p><i>Celebrating pupil's experiences and worldly visits - maps displayed in all classes.</i></p>
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