

SMSC Audit Y5



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	School values - embedded in school. RE syllabus & PSHCE scheme of work includes reflection on other's values
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	Behaviour policy PSHCE & RE framework
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: Strong SEND support and pastoral care of pupils.
Accommodating difference and respecting the integrity of individuals	An increasing ability to reflect and learn from this reflection	Discussion about SEND within year group and across year group. - Acceptance and inclusion of SEND pupils Values evidence by celebration awards given by peers to peers (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 I defence of their aims, values, principles and beliefs	Use of Blooms questioning. Planning to include questioning. Display and guide for reciprocal reading questions for children.

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	Behaviour policy reviewed regularly and shared with pupils. Use of behaviour steps. Class dojo and rewards for good behaviour. Lunchtime and playtime detention - where the children have time to reflect and discuss their actions.
Promoting measures to prevent discrimination on the basis of race, religion, or gender	A confidence to act consistently in accordance with their own principles	RE syllabus Assemblies Anti Bullying week
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	Assemblies History topics Time to discuss in lunchtime detention, nurture, positive play
Rewarding good behaviour	An ability to make responsible and reasoned judgements on moral dilemmas	Awards assembly Team points Dojo Points
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	A commitment to personal values in areas which are considered right by some and wrong by others	Assembly topics
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community	A respect for others' needs, interests and feelings, as well as their own	RE PSHCE
Providing models of moral virtue through assemblies and acts of worship	An understanding of the need to review and reassess their values, codes and principles in the light of experience?	Daily assemblies Promotion of school values

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	Behaviour policy and classroom agreement. Class Dojo used to reinforce positive behaviour.
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	R.E and PSHE
Encouraging pupils to work co-operatively	Work, successfully, as a member of a group or team	Cornerstones curriculum - including innovate week.
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	R.E and PSHE
Providing positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions	Share views and opinions with others, and work towards consensus	Derbyshire ready (Dragon's Den)
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	Behaviour policy Class Dojo for rewarding positive behaviour
Providing opportunities for engaging in the democratic process and participating in community life	Benefit from advice offered by those in authority or counselling roles	Class elected school council. Class elected Eco-committee.
Providing opportunities for pupils to exercise leadership and responsibility	Exercise responsibility	Team captains (important role for sports day) School council
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	N/A

CULTURAL



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	RE syllabus & PSHCE scheme of work-looking at different cultures and ways of life Anti-bullying week-activities
Recognising and nurturing particular gifts and talents	An openness to new ideas and a willingness to modify cultural values in the light of experience	Granby's Got Talent (auditions and show) Sport's Day Creative homework
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	Take One Picture Drama used throughout subjects, e.g. within English and Topic sessions where appropriate Visitor in from Ilkeston school to teach each class music Granby Academy activities Key Strings visits-whole school Theatre visits-whole school. After school activities-choir.
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	Key Strings visits-whole school Theatre visits-whole school.
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	New British Values posters in classrooms Assembly themes
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	N/A?

