

SMSC Audit

Spiritual development

Aims	Evidence	Impact
To foster a deep sense of faith and belief in God, rooted in the Christian tradition, while also respecting and valuing the diversity of spiritual journeys and beliefs among all students and their families. To guide students in making thoughtful and principled decisions in their lives. To providing opportunities for students to engage in reflective practices, such as prayer, meditation, and mindfulness, to encourage a deeper connection with their inner selves and a sense of spiritual awareness.	Multi-faith RE Curriculum Thrive School Thrive lessons Nurture groups/ Thrive groups Whole school Collective Worship daily Prayers shared as part of Collective Worship and in class before lunchtime/at the end of the day Children delivering Collective Worship Children delivering welcome and blessing in Collective Worship Visits to places of worship Different faith visitors in school Accessible bibles Nativity plays Harvest Festival Service Easter Service Ramadan & Eid assemblies Making Christingles Well -being Days Outdoor learning/ Forest School Residential visits Services held at All Saints Church School Value homework Opportunities to reflect on their experiences Mindfulness activities Sports enrichment - Yoga	Children feel like they belong and have friends. They also learn how to be calm and happy inside themselves. Children are taught to be respectful to others and to help them when they need it. This makes our school and community a better place. We talk about important things like why we're here and what makes us special. It helps us understand more about life and the world around us. We learn about different ways people believe in things. It helps us understand and respect others, even if they believe in something different from us We develop leadership skills such as taking responsibility for others (ethos throughout the school of older pupils caring for younger ones)

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Moral development

Aims	Evidence	Impact
To instilling a clear understanding of right and wrong, grounded in Christian principles and values, while respecting and appreciating the diversity of moral perspectives within the school community. To equip students with the skills and confidence to make thoughtful and principled choices, considering the consequences of their actions and the needs and feelings of others. To guide students in recognizing and addressing issues of inequality, injustice, and discrimination, and empowering them to take positive action to promote fairness, inclusivity, and social justice.	PSHE (Jigsaw) PSHE (Protective Behaviours) Restorative Practice Black History Focus Diversity: LGBT; Disability; mental health Nurture groups/ Thrive groups-strong emphasis on social and moral development Whole school assemblies and school values School values homework School Council – pupil voice Anti- Bullying week Internet Safety Week Taking Care lessons Behaviour policy – restorative practice Behaviour reflection sheets Remembrance Day activities Food bank donations Charitable Appeals - For example Children In Need, Sports Relief/Comic Relief Democracy – Voting for school councillors Class charters displayed and reinforced regularly Age-appropriate responsibilities Class rules Recognition board- link to growth mindset Celebration worship/ celebrating the achievements of others Love, Learn and Grow Awards Lesson & learning reflection time Class discussions including solving friendship issues Debates on issues such as climate change, general and local elections Visits to HS2 site nearby Group work/table rewards	Children are able to discuss the different aspects of moral dilemmas. School is a trustworthy and positive environment, cultivated by all. We practice doing the right thing, even if it's tough sometimes. This helps us grow up to be good and honest people We learn to help others when they need it, and to be a good friend to everyone. This makes our school feel like a big family where everyone cares about each other.

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Social development

Aims	Evidence	Impact
To creating an inclusive and supportive school community where students feel a sense of belonging, and where they are inspired and empowered to serve others through acts of kindness, charity, and community involvement. To encouraging students to develop a deep sense of empathy and compassion for others, fostering a genuine concern for the well-being and welfare of their peers, families, and the wider community 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.	PSHE (Jigsaw) PSHE (Protective Behaviours) Zones of Regulation Online Safety School visits Residential visits Thrive School Thrive Days Thrive/ Nurture groups School Council School drama productions School Choir/ Choir on Tour – local residential home Assemblies in front of family members (e.g. Celebration Assemblies, Carol Service, Easter Service, Harvest Festival & Year 6 Leavers’ Service) Sports Day Partake in inter-school sporting competitions Charitable Appeals – e.g. Children In Need, Sports Relief/Comic Relief Fire Safety Bikeability Transition Day Christmas lunch Pantomime Day PTA Events e.g. Summer Fayre, , Film nights, Disco Talk Partners Peer marking School Council reps for each class Rewarding good behaviour –Love, Learn and Grow Award Class based reward - Dojo reward after 3,000 points Growth mindset approach Recognition boards PGL – Year 6 Meeting Secondary school staff T-shirt signing Reception Buddies Modelling friendship scenarios Stay and play sessions for new children (EYFS) Y6 Buddies After school clubs - Drama; dance; football; art Church values Christmas Tree Christingle Service Food deliveries at Harvest Time Church visits Reading helpers	Children learn how to make new friends and be kind to others. They understand the importance of sharing, listening, and helping each other. We teach children to respect and appreciate the beliefs and traditions of others. This helps us all get along and work together happily. Children learn how to work as a team. We practice taking turns, cooperating, and supporting one another. We have the chance to share our thoughts and feelings with others. We also learn how to listen respectfully when someone else is talking, so everyone can have their say.

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Cultural development

Aims	Evidence	Impact
To foster an inclusive and welcoming environment where students from diverse cultural backgrounds feel valued, respected, and celebrated for their unique identities and contributions. To providing opportunities for students to learn about and appreciate different cultures, traditions, and worldviews, enabling them to develop a broader understanding of the global community. To create spaces for open and respectful conversations about cultural differences, encouraging students to engage in meaningful dialogue, exchange ideas, and learn from one another's experiences.	Use of Lyfta English reading curriculum – literature from other cultures PSHE – viewing different cultures History curriculum – studying cultures such as Mayans, Egyptians, Greeks etc and comparing cultures/countries Art curriculum Music P.E (Dance) Design Technology curriculum Artist and musician of the month Multi-faith RE Curriculum World Book Day Art and Music events Music lessons Access to school library School Choir/ Choir on Tour – local residential home Curriculum learning in Forest School Thrive lessons and approach Opportunities to take part in school productions/performance (Easter Service, Christmas production, Harvest Festival) Black History focus Refugee focus Assembly Saints' Days German lessons Stories about other cultures Learning about celebrations such as Holi, Chinese New Year, Diwali, Eid etc. Drama; dance; football; art after school clubs Church Christmas Tree Competition Christingle Service Food deliveries at Harvest Time Choir on Tour – local residential home Church visits	Children learn about how people from all around the world do things in their own special ways. We have friends who come from many different places and have different traditions and we celebrate and respect these differences. Children are exposed to art and music that shows the amazing variety found in different cultures. We learn how to listen and understand what others think and feel and can ask questions to develop our own understanding.

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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 such as slavery, the holocaust and Imperialism;
- 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 by non-western cultures.

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

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GEOGRAPHY contributes to children's SMSC development through:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given;
- 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

Children's SMSC development is actively promoted through PE by:

- 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.

GERMAN contributes to children's SMSC development through:

- Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;
- Social Skills are developed through group activities and communications exercises.
- Listening skills are improved through oral/aural work.

ART contributes to SMSC by:

- Art lessons develop children's aesthetic 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, such as War painting.

DESIGN & TECHNOLOGY lessons make a particular contribution 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.