



## **Audit of Provision for Spiritual, Moral, Social and Cultural Development**

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

SMSC is 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide

Evidence for SMSC will be found in lesson observations, learning walks, displays and pupil discussions.

The Spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, 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
- Willingness to reflect on their experiences

Provision	How it may be evidenced	Impact
Religious Education Curriculum	<ul style="list-style-type: none"> <li>• Religious Education curriculum plans based on guidance from Stoke-on-Trent Agreed Syllabus 2021-2026</li> <li>• Visiting places of worship</li> <li>• Child and teacher led assemblies around different religious celebrations and events</li> <li>• Visitors from representatives of different faith traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a structured syllabus that supports an engaging RE curriculum</li> <li>• Children develop knowledge and respect for other religions</li> <li>• Children are able to talk about different faiths and cultures that they learn about. They are not afraid to ask respectful questions to increase their knowledge of other faiths.</li> <li>• Children respect all visitors to school and develop</li> </ul>
Collective Worship	<ul style="list-style-type: none"> <li>• Celebration of Christian festivals and festivals celebrated by other faiths represented in the school community</li> <li>• Variety of visitors to lead worship</li> <li>• Celebration of notable dates (Festivals, Fair trade, Black History month etc.)</li> <li>• Whole school Key stage or classroom worship</li> </ul>	<ul style="list-style-type: none"> <li>• Children can reflect on similarities and differences of different festivals</li> <li>• Children respect all visitors to school</li> <li>• Children show respect to visitors who visit our school.</li> <li>• Pupils become more reflective</li> </ul>
Opportunities for quiet reflection	<ul style="list-style-type: none"> <li>• Reflection in PSHE</li> <li>• Opportunities for reflection in worship</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop transferrable skills and qualities benefitting their personal development.</li> </ul>
School Values	<ul style="list-style-type: none"> <li>• Explicit school and trust values</li> <li>• Behaviour policy</li> <li>• Displays</li> <li>• Celebrations of 'star of the week' or similar</li> <li>• RESPECT award</li> <li>• Nurture intervention</li> <li>• Values-based assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Children can articulate that respect is a value along with others and say why they are important</li> <li>• Consistent policy that supports pupils' emotional resilience and development.</li> <li>• Pupils celebrate achievements of others</li> <li>• Children are proud of their school and can express this pride.</li> <li>• Children progress in personal development and improve in self regulation and attendance</li> </ul>

Outdoor education	<ul style="list-style-type: none"> <li>• Outdoor learning</li> <li>• Forest School</li> <li>• Activity Week</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy new experiences, the world around them and nature and develop confidence from these experiences.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>• Time to reflect upon learning and experiences</li> <li>• Art</li> <li>• Music</li> <li>• Metacognition reflection</li> <li>• Visits/visitors</li> <li>• Our curriculum drivers are called the 5Es: <b>Excel - be awesome; Embrace yourself; Explore the world; Engage with others and Express yourself.</b></li> <li>• See subject specific Intent and Implementation documents for further examples</li> </ul>	<ul style="list-style-type: none"> <li>• Children build resilience and strategies.</li> <li>• Children have knowledge, awareness, curiosity and appreciation about the arts and music</li> <li>• Children develop reflectiveness and build strategies to develop learning</li> <li>• Children show respect to visitors who visit our school.</li> <li>• Impact of 5Es in in the personal development of our pupils.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• See separate document for SMSC mapping through PSHE within all units</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil development of SMSC</li> </ul>

The Moral development of pupils 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.

Provision	How it may be evidenced	Impact
School behaviour Policy and Code of Conduct	<ul style="list-style-type: none"> <li>• Regular reviews of Behaviour</li> <li>• Nurture interventions</li> <li>• Anti-bullying week</li> <li>• Child led anti bullying policy</li> <li>• E-Safety teaching</li> <li>• Behaviour linked to values</li> <li>• Restorative process</li> <li>• Rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to articulate how and why we need to behave in school and in society. They can demonstrate they understand acceptable behaviour through actions.</li> <li>• Children influencing change</li> <li>• Children take responsibility for their own actions and understand the consequences of their actions.</li> <li>• Pupils celebrate positives and take pride in their achievements</li> </ul>

Religious Education Curriculum	<ul style="list-style-type: none"> <li>• Explicit teaching of moral codes within and beyond religions eg. Ten commandments, (Treat others as you wish to be treated)</li> <li>• Consideration of moral issues in stories</li> <li>• Lives of significant people e.g. Rosa Parkes, Martin Luther King</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to articulate how and why we need to behave in school and in society. They can demonstrate they understand acceptable behaviour through actions.</li> </ul>
Across the Curriculum	<ul style="list-style-type: none"> <li>• Debates and discussions on moral issues e.g. texts studied in guided reading</li> <li>• PSHE lessons – Rights &amp; Responsibilities (Unicef)</li> <li>• Police visits to talk to the children about being safe around the local community.</li> <li>• Extensive visitors on keeping safety</li> <li>• Year 5 &amp; 6 attend a Safe &amp; Sound event, where many agencies speak to the children about safety in the community.</li> <li>• Year 6 take part in values vs violence sessions</li> <li>• -Pupils qualify as Police Cadets (yr 5 and yr 6)</li> <li>• See subject specific Pedagogy and Curriculum documents for further examples</li> </ul>	<ul style="list-style-type: none"> <li>• Children know they have a right but also know that with that right comes responsibility.</li> <li>• Pupils promoting change and helping school community and families</li> <li>• Children feel safe and know what to do if their safety is compromised. They can discuss forensic software, who keeps them safe and how Children are able to discuss important issues and respectfully share their ideas with others.</li> <li>• Impact on community through pupil awareness and valuing themselves and positive behaviours</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Learning Council influence</li> <li>• Child participation in a pupil groups: E.g. School Council</li> <li>• Responsibilities for children e.g. Prefects, Learning Council, Eco-committee, Sports &amp; House Captains, Subject Ambassadors, Buddies, Librarians and House point monitors.</li> <li>• Pupils promote parents following laws through child friendly leaflets they design to promote seatbelt safety and parking near schools</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils express their views and work as team to promote change.</li> <li>• Pupils promote change</li> </ul>
Taking part in Charitable projects	<ul style="list-style-type: none"> <li>• Participation in Charity support: e.g. Children in Need, Red Nose Day, Collections for foodbank</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have empathy for others, awareness for everyone’s rights and want to fulfil their responsibility in helping others.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• See separate document for SMSC mapping through PSHE within all units</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil development of SMSC</li> </ul>

The Social development of pupils 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.

Provision	How it may be evidenced	Impact
PSHE Curriculum	<ul style="list-style-type: none"> <li>• Calm me time</li> <li>• Class discussions</li> <li>• See separate document for SMSC mapping through PSHE within all units</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop transferrable skills and qualities benefitting their personal development through individual reflection and collaboration with others.</li> <li>• Pupil development of SMSC</li> </ul>
British Values Impact Report	<ul style="list-style-type: none"> <li>• See separate document for range of evidence</li> <li>• Work on radicalisation and extremism in PSHE sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Full engagement with British Values. Pupils have skills and attitudes to contribute positively to life as a future citizen</li> <li>• Pupil awareness of extremism</li> </ul>
Extra- Curricular Activities	<ul style="list-style-type: none"> <li>• Afterschool clubs</li> <li>• Breakfast club</li> <li>• Hub holiday activities</li> </ul>	<ul style="list-style-type: none"> <li>• Children are consulted on many aspects of school life and they can demonstrate freedom of thought and actions.</li> <li>• Pupils cooperate and collaborate with others</li> </ul>
The Arts Curriculum	<ul style="list-style-type: none"> <li>• Participation in Music and dance events: e.g. Rocksteady tuition</li> </ul>	<ul style="list-style-type: none"> <li>• Children have knowledge, awareness, curiosity and appreciation about the arts and music</li> </ul>
Outdoor Education	<ul style="list-style-type: none"> <li>• Activity Week visits</li> <li>• Educational visits</li> <li>• Forest School</li> </ul>	<ul style="list-style-type: none"> <li>• Children have knowledge, awareness, curiosity and appreciation about new experiences and the outdoors and can work together to problem solve.</li> </ul>
PE Curriculum	<ul style="list-style-type: none"> <li>• Participation in Sporting events</li> </ul>	<ul style="list-style-type: none"> <li>• Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.</li> <li>• The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• An interest in and understanding of, the way communities and societies function at a variety of levels.</li> </ul>

		<ul style="list-style-type: none"> <li>• Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.</li> </ul>
Democracy	<ul style="list-style-type: none"> <li>• Local Democracy week</li> <li>• UK Parliament Week</li> <li>• Elections in school eg School Council, Eco-Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Children are consulted on how to help families and wider community.</li> <li>• Pupils develop awareness of democracy</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>• Pupil Groups e.g. School Council, Prefects, Learning Council, Eco-committee, Sports &amp; House Captains, Subject Ambassadors, Buddies, Librarians and House point monitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Work as one to resolve issues on a range of issues. E.g. reducing litter, supporting community, supporting learning, etc</li> </ul>
Working together in teams/ classes/ groups	<ul style="list-style-type: none"> <li>• Joint working with other schools in the Trust</li> <li>• House participation</li> <li>• Participation in Charity support: Eg. Children in Need, Red Nose Day, Foodbank</li> </ul>	<ul style="list-style-type: none"> <li>• Working to help others</li> </ul>
Pupil responsibility	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Prefects</li> <li>• Learning Council</li> <li>• Eco-committee</li> <li>• Sports &amp; House Captains</li> <li>• Subject Ambassadors</li> <li>• Buddies</li> <li>• Librarians</li> <li>• House point monitors</li> <li>• Pupils' responsibility to talk through conflict in restorative talk process</li> </ul>	<ul style="list-style-type: none"> <li>• Children able to work collaboratively to fulfil duties, resolve conflicts effectively and take action</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Transition visits and events</li> </ul>	<ul style="list-style-type: none"> <li>• Development of skills in a range of contexts</li> </ul>

The Cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Provision	How it may be evidenced	Impact
School Visits/ visitors	<ul style="list-style-type: none"> <li>• School visits to museums, galleries, concerts, theatre visits</li> <li>• Visits from people of different cultures</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have awareness of cultural influences that have shaped their heritage and that of others</li> </ul>
Arts Curriculum/ Music Curriculum	<ul style="list-style-type: none"> <li>• Opportunities to take part in school productions and performances</li> <li>• Opportunities for Rock Steady tuition</li> <li>• Curriculum that fosters appreciation and knowledge of cultural influence in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Music can be a very personal experience for each individual and can inspire growth of expression and sense of self and cultures of others.</li> </ul>
History Curriculum	<ul style="list-style-type: none"> <li>• Opportunities to learn about a variety of cultures over time.</li> <li>• Curriculum linked visits e.g. Portals to the past</li> <li>• Local heritage work</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a better understanding of our own multicultural society through studying links between local, British, European and world history.</li> <li>• It allows children to gain an understanding of and develop empathy with people from different cultures.</li> </ul>
Celebration of cultures in school through displays and resources available	<ul style="list-style-type: none"> <li>• Displays</li> <li>• Dual language books and signs.</li> <li>• Celebration of festivals and special days/weeks/months (Holocaust memorial day, Remembrance day, Black History Month, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil knowledge, understanding and empathy developed.</li> </ul>
English curriculum	<ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Meeting authors/ poets</li> <li>• Library Visits</li> <li>• Spelling Bee</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop wide cultural understanding of literature</li> </ul>

PE Curriculum	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Inter school competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the developments of sports in different countries</li> <li>• Learning where different sports originate from and what the national sports of different countries are</li> <li>• World Cups and Olympic games</li> <li>• Exploring and respect a variety of different cultural dances</li> <li>• Gaining an understanding of different sports and their foundations</li> <li>• Use of international examples of different athletes and their achievements</li> <li>• Cultural engagement through elite performers both at school and in their own sporting environment</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• See separate document for SMSC mapping through PSHE within all units</li> </ul>	Pupil development of SMSC
Religious Education Curriculum	<ul style="list-style-type: none"> <li>• Celebrations e.g. Eid, Diwali, Christmas, Easter, Advent</li> <li>• Worldwide Christianity</li> <li>• Study of Judaism/Islam and other faiths</li> <li>• Study of individuals e.g. Ghandi, Martin Luther King</li> </ul>	Pupil's cultural development impacts in two ways: <ul style="list-style-type: none"> <li>- Developing knowledge &amp; understanding of own culture - pupil's own home culture and backgrounds</li> <li>- Developing knowledge &amp; understanding of wider culture - refers to our national culture</li> </ul>