

High Wych SMSC Audit: April 16

	<p>Spiritual Examples: beliefs, religious or not, showing interest and respect for people's values and feelings; sense of enjoyment in learning about themselves, others and the world; use of imagination and creativity; reflecting on key questions of meaning and truth; creative and expressive arts related to the human and natural sciences; valuing relationships, developing a sense of belonging; developing their own views and ideas on religious and spiritual issues; teaching encourages 'why', 'how', and 'where' as well as 'what'.</p>	<p>Moral Examples: right and wrong; moral conflict; a concern for others; willing to do what is right; reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global); ability to relate to others including a range of religious, ethnic and socio-economic backgrounds; to work with others for the common good; belonging and participating; active contribution to the democratic process, communities.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences, understand, appreciate and contribute to culture; willingness to participate and respond to eg artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; respect diversity</p>
	<p>RE curriculum – main focus Christianity. Follow Herts agreed syllabus for RE. Religious education is taught throughout the school where children have the right to express their thoughts and opinions regarding their own beliefs and the beliefs of others. Children have the opportunity to learn about religion and from religion. Other foci: Yr 1 – Links to Judaism and Islam, Yr 2 – Symbols in ISLAM, Yr 3 – Islam, Yr 4 – Hinduism and Sikhism, Yr 5 – Judaism, Yr 6 – Buddhism School Values - SUCCESSFUL (selfless, understanding,</p>	<p>RE curriculum covers aspects of morality. Worship lead by Headteacher as well as teachers is based on the school values. These worship assemblies cover many moral issues. Curriculum Promote resilience, confidence and independence Agreed ways of speaking in discussion, being respectful of others' views We encourage sharing, negotiating and empathy throughout the curriculum Personal Development/Behaviour and welfare A robust behaviour policy which is adhered to by all staff.</p>	<p>Playground leaders and Buddy system. Children develop social skills by actively resolving friendship issues. Children themselves take an active role in helping to enforce new initiatives to raise self-esteem in other children around them After-school sports clubs. Allows the children to work as a team and represent our school. Participation in tournaments builds resilience and promotes good sportsmanship. Volunteering in the community. E.g. Carol singing in care homes. Allows the children to have an impact on their community. Children created Christmas Cards for elderly people.</p>	<p>Remembrance: Celebrate/Remember significant events – Remembrance day, Queen Jubilee, Christian celebrations, Sports tournaments – children participate in a wide range of sporting events where they are encouraged to strive to be the best, whilst not only celebrating their own victories but the victories and achievements of others as well. Circle time – promotes a mutual respect to the speaker and identifies individual differences within the group and differences of opinions – done in classes as needed. Wider Opportunities: Yr 4 to 6 take part in school orchestra,</p>

	<p>courage, compassion, endurance, service, sincere, forgiveness, uniqueness and love)</p> <p>All values are covered through worship – value of the month – referred to in classes through everyday teaching</p> <p>Pupils’ spiritual development is shown by their:</p> <ul style="list-style-type: none"> • beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible • use of imagination and creativity in their learning • willingness to reflect on and share their experiences and to listen to those of others • Confidence to develop their talents and interests as well as trying new things • Pupils work is shared with a wider audience • Celebration of 	<p>Children clearly understand what is expected from them, there is consistency across the school in terms of sanctions and rewards.(Good to be Green, merits, golden rules displayed in all classes)</p> <p>Incidents are recorded and acted upon as well as analysed.</p> <p>Children involved in creating class rules for their own classes</p> <p>Christian based stories in collective worship illustrates fair or unfair, kind or cruel, right or wrong.</p> <p>Issues are resolved, discussed or dealt with through whole class or small group discussion as needed</p> <p>Staff member trained to do counselling for various needs e.g. resilience etc.</p> <p>Celebration Assembly – Friday pm - Rewarding good behaviour and hard work. Children understand that positive actions result in positive feedback. The children celebrate the achievements of others which therefore builds a mutual respect.</p> <p>Understanding democracy - House captain elections, pupil voice, school council, eco council.</p> <p>Pupils’ moral development is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the 	<p>Visits to different religious places of worship. E.g. Mosque, Christian Fellowship, Synagogue. Builds a tolerance of those with different faiths and beliefs.</p> <p>Charity events – involving parents and the community. Children organise and deliver a range of fundraising events, where they must co-operate well with others in order to succeed.</p> <p>Economic well-being –cake sales, raffles, fundraising events (PTA or school organised)</p> <p>Eco-council/School Council/ allows children to have their voice heard within the school. They participate in a wide range of social events, therefore embedding their own social skills and self-confidence.</p> <p>Class assemblies – share their work with rest of school and celebrate success</p> <p>Productions Foundation Stage, KS1 Nativity Plays, Choir, Orchestra, KS2 productions, Christian Celebrations in church</p> <p>Trips Residential and day trips</p>	<p>learning to work collaboratively. Pupils’ cultural development is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage • willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities (Indian dancing, Caribbean steel drums etc.) • interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
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	<p>successes of both attainment and personal development</p> <p>Above can be seen in all subjects and activities in school.</p>	<p>difference between right and wrong and their readiness to apply this understanding in their own lives</p> <ul style="list-style-type: none"> • understanding of the consequences of their actions • interest in investigating, and offering reasoned views about, moral and ethical issues. 	<p>focusing on curriculum areas which promotes social interaction</p> <p>Inclusion All children including those with SEND are included in all clubs, trips, productions</p> <p>Communication and engagement with other children are encouraged and supported</p> <p>Homework Projects Focused on global topics – France and Easter around the world</p>	
	We promote Spiritual Development through:	We promote Moral Development through:	We promote Social Development through:	We promote Cultural Development through:
Maths	<p>Making real life connections through math skills</p> <p>Looking at pattern and symmetry in the natural world</p>	<p>By engaging pupils playfully for example: unequal share of resources – why would someone be upset if they get less?</p> <p>Honesty in self-assessment or peer assessment.</p>	<p>Group work and discussions, paired work and discussion, sharing answers, sharing of resources within classroom</p>	<p>Look at history of Maths – discoveries of other cultures that we still use today?</p> <p>Roman Numerals</p>
English	<p>Understanding other people's point of view – empathy</p> <p>Beauty of language through Poetry</p>	<p>Exploring stimuli for right and wrong behaviour, consequences, debate, persuasion etc. in writing as well as speaking and listening. Develop higher order thinking skills.</p> <p>Discuss issues from different perspectives.</p>	<p>Opportunities for talk in a range of settings.</p> <p>Supporting conceptual and language development through discussion and debates about social issues.</p>	<p>Providing opportunities for pupils to engage with texts from different cultures.</p> <p>Opportunities for children from different cultures to share their stories.</p>

Science	Investigating the world around us Exploring and posing big questions	Offering children the opportunity to consider the wonder of the natural world as well as inventions that made the world a better place. Considering that not all developments are good. Speculate about how science can be used for good and bad.	Exploring the social aspects of advances in science e.g. environmental concerns, medical advances and energy processes	The way in which scientific discoveries around the world has impacted on our lives – rich heritage of discoveries from Hindu, Muslims and Egyptian traditions. Trips to British Museum- Egyptians, Romans
MFL	Where words come from Commonality	Supporting children to have an accurate and truthful understanding of another culture	Learning to communicate in different ways By exploring different social conventions e.g. greetings	Appreciating the language and customs of others through lessons and French projects
History	Historical structures and buildings Historical figures and the difference they made Historical events	Exploring consequences of right and wrong behaviour in the past Learn about bad and good people/leaders from the past Pose “What if...” questions.	Discussion about how groups and communities organised themselves in the past Discuss social structure in the past Discuss family history with parents and grandparents	Explore local history and how it fits in with national and global Explore the Christian influence on British Culture Trips to places of Historic significance
Geography	Imagine different localities and comparing their lives to others	Looking after our environment. Who is responsible? How are we changing our environment? Active Eco Council, allotment	Links with wider community Consider social responsibility – care for environment, impact of traffic, tourism, road safety, cycle proficiency etc.	Exploring cultures that have an impact on the local area -
RE	Learning from stories, celebrations and rituals	Exploring morality including rules, teachings and commands such as golden rules, ten commandments	Exploring the values and qualities of a civilised society. Looking at the social aspect	Exploring differences and similarities between faiths and cultures.

		etc. Explore service to others. Look at religious perspectives and response to suffering in the world.	of religion	
Art and Design	Explore spiritual dimensions through art and design Exploring artists Reviewing and evaluating their own and other children's work	Exploring how emotions and inner feelings are expressed through art Responding to art and the emotions it evoke	Sharing of resources Art as social tool – posters	Creating and experiencing range of art from around the world
Music	Creating own compositions Music creates emotional impact	Experience how music can convey human emotions Self-discipline in learning how to play an instrument	Choir and orchestra – working together	Learning how to play an instrument and take part in singing Listen to and sing songs from around the world
DT	Enjoy and celebrate own creativity	Question the effect of technological change on human life	Exploring practical solutions to problems	Consider cultural influences on design Food from around the world.
Computing	Appreciating technology	Explore moral issues surrounding data, information Benefits and dangers of internet	Highlighting ways to stay safe online and when using social media Impact of technology on the way people communicate	Explore worldwide communications and development
PE	Being creative in a variety of aspects of PE and being aware of one's own strength and limitations	Discuss value of fair play and team work Develop positive sporting behaviour and perseverance	Developing a sense of belonging and community identity	Making links with major sporting events globally like World Cup and Olympics