

## Sitwell Junior School – October 2016

### **SMSC Audit**

Pupils' **Spiritual Development** is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

**(Ofsted Guidance August 2016)**

**We believe this to be:**

- A set of values, principles and beliefs, which may or may not be religious, which inform children's perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and for others.
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection.
- An ability to show courage and persistence in seeking to live out their aims, values, principles and beliefs.
- An understanding of feelings and emotions, and their likely impact.
- An awareness of how they can develop and change.

<b>Outcomes</b>	<b>Evidence</b>
To ensure children have the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.	<ul style="list-style-type: none"> <li>• Weekly planners and schemes of work for curriculum subjects including PHSE, Citizenship and RE explicitly identify opportunities for teaching school values, including the Sitwell Seven and to respect the beliefs of others</li> <li>• Regular visitors to school from local places of worship help teach about the values and beliefs of a variety of faiths</li> <li>• Consistent teaching of values, clearly displayed around school and in classrooms, purposefully highlighted in teaching and learning</li> <li>• Regular opportunities to discuss feelings, values and beliefs, e.g. assessment for learning strategies, P4C sessions, reflection opportunities, lesson observation, circle time, peer mentoring</li> <li>• Y3 children take part in the Godly play at the Broom Methodist Church</li> </ul>
To ensure children with religious beliefs are supported to develop these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> <li>• Regular opportunities to support and sustain the faith values of pupils and respect their family commitment and what they offer to our community</li> <li>• Consistently encouraging respect for diversity of belief e.g. through circle time, P4C sessions, RE lessons, Citizenship, PHSE etc.</li> <li>• Y3 children take part in the Godly play at the Broom Methodist Church</li> </ul>
To encourage pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> <li>• Teacher's planning reflects a diversity of style and approach</li> <li>• Daily activities which promote the self-esteem of all stakeholders through school including all staff greeting parents and children at the start and end of the day</li> <li>• Encouraging an attitude of thankfulness and appreciation of the "good" things in life through lessons and assemblies</li> <li>• Opportunities to learn about spiritual wisdom from faith and philosophical traditions e.g. from sacred literature, poetry, people of faith traditions, faith stories, Eid, Christmas and other festival productions</li> <li>• A range of assessment methods, including peer and self-assessment, which allow pupils to reflect on successes and challenges</li> </ul>

## Sitwell Junior School – October 2016

	<ul style="list-style-type: none"> <li>• A range of assessment methods, including peer and self-assessment, which allow pupils to reflect on the Sitwell Seven values (Respect, Responsibility, Resilience, Resourcefulness, Risk Taking, Relationships &amp; Reflection)</li> </ul>
To encourage pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> <li>• Regular opportunities to pause for reflection in lessons</li> <li>• Reflection of significance of what they are learning and to be prepared to alter their views</li> <li>• Regular opportunities to reflect in P4C lessons</li> <li>• Collective worship in assemblies</li> <li>• Learning stops and plenaries in lessons that give the opportunity to reflect on learning and behaviour</li> <li>• Learning stops to reflect on the Sitwell Seven values</li> </ul>
To give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> <li>• Many opportunities through PSHE, collective worship, PSHCE, P4C, peer mentoring, coaching, buddy systems, etc to help children develop secure relationships</li> <li>• Opportunities to talk about and explore their own and others' feelings and emotions</li> <li>• Learning activities which help children recognise how others are feeling, and how this makes them behave, and make suitable responses</li> </ul>
To develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> <li>• Clear documentation and direction and pursuit of those aims</li> <li>• Policies implemented through the work of all staff</li> <li>• School has capacity to take initiatives forward</li> <li>• Shared vision statement – known by all adults and children and clearly displayed around school</li> <li>• Shared set of values through the Sitwell Seven skills</li> <li>• Attractive entrance area, classrooms and communal spaces with displays that reflect spirituality</li> <li>• Vision statement supports development of children who are allowed to flourish and thrive as individuals</li> </ul>
To accommodate difference and respect the integrity of individuals	<ul style="list-style-type: none"> <li>• Policy and practice that acknowledges and accommodates individual needs of children within community e.g. rewarding children for kindness, courage, the Sitwell Seven etc. as well as academic achievement and recognising cultural achievement</li> <li>• Opportunity to learn about other cultures and faiths that are not necessarily experienced first-hand through RE</li> <li>• Accommodating and valuing children and adults in the school community with a diverse range of special / additional needs e.g. disability, English as an additional language</li> </ul>
Promoting teaching styles which <ul style="list-style-type: none"> <li>• value pupils' questions and give them space for their own thoughts, ideas and concerns</li> <li>• enable pupils to make connections between aspects of their learning</li> <li>• encourage pupils to relate their learning to a wider frame of reference, for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching styles that help children to develop critical, independent thought and different ways of thinking e.g. through questioning, discussion,</li> <li>• Teaching styles that value the child, questions that promote honesty and discussion between children and adults; allowing time for exploration, evaluation and reflection</li> <li>• Honest interactions reflecting "teachers don't always have the answers"; sensitivity to children's questions and comments e.g. classroom practice that does not allow ridicule; being aware of children's stage of development by observing and assessing and listening to the child making their own responses</li> </ul>

## Sitwell Junior School – October 2016

Pupils' **Moral Development** is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others and these issues.

**(Ofsted Guidance August 2016)**

**We believe this to be:**

- An ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others' actions.
- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgements on moral dilemmas.
- A commitment to personal values in areas which are considered right by some and wrong by others.
- A respect for others' needs, interests and feelings, as well as their own.
- An awareness of the different sources for moral guidance and ethical decision making.

Outcomes	Evidence
To provide a clear moral code as a basis for behaviour that is promoted consistently throughout all aspects of the school.	<ul style="list-style-type: none"> <li>• Pupils know the school rules and the reasons for them and pupils and other adults are involved in drawing them up and reviewing them</li> <li>• All adults are aware of school rules, rewards and sanctions and model appropriate behaviour consistently</li> <li>• Parents and carers are aware of the Sitwell Seven values on which the school is based</li> <li>• The Sitwell Seven values are displayed clearly and positively around school</li> </ul>
To promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.	<ul style="list-style-type: none"> <li>• Coherent policies to prevent discrimination on race, religion, gender, sexual orientation etc.</li> <li>• Coherent and planned teaching programmes for PHSE, Sex and Relationships Education, Drug and Alcohol Education etc.</li> </ul>
To give pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	<ul style="list-style-type: none"> <li>• Pupils have planned and ad-hoc opportunities to consider the consequences of their own and others actions and to consider issues of rights and responsibilities</li> <li>• The teaching and learning environment allows pupils to express their own views of ethical and moral issues and personal values</li> <li>• Pupils are developing a willingness to be committed to personal values and the Sitwell Seven and to act upon these e.g. with regard to choices of lifestyle, being critically reflective on the values of others</li> <li>• Children are aware of contemporary issues of justice and values and have opportunities to explore these through well planned lessons, P4C and collective worship</li> <li>• Values e.g. justice are taught from different perspectives, e.g. classroom practice, local community issues, international projects and global concerns</li> <li>• Themes from Assemblies show how the school community is raising awareness of local and global concerns</li> </ul>
To develop an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> <li>• Opportunities to practise moral decision making, with some exploration of the underlying values and beliefs upon which we base our decisions, e.g. P4C sessions, PSHCE, role play, choice and dilemma games, hot seating etc.</li> </ul>

## Sitwell Junior School – October 2016

<p>To reward expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> <li>• Opportunities for all members of the school community to be celebrated through weekly praise and celebration assemblies</li> <li>• Praise given for respect shown to others and for reasoning given during discussions in and out of lessons</li> <li>• Daily opportunities to develop the Sitwell Seven values</li> <li>• Praise for children who demonstrate the school’s vision in practical ways such as helping another child, academic endeavour, e.g. Star Learner, certificates, Smile Award System</li> </ul>
<p>To make 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>	<ul style="list-style-type: none"> <li>• Discussion in lessons</li> <li>• Press cuttings / news reports used in lessons</li> </ul>
<p>To model, the principles which they wish to promote, for example, fairness, integrity, respect for people, respect for minority interests, resolution of conflict, keeping promises and contracts.</p>	<ul style="list-style-type: none"> <li>• Pupil involvement in whole school decision making bodies, e.g. School councils, playground buddies etc</li> </ul>
<p>To recognise and respect the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> <li>• An awareness of the school policy and expectations regarding racism and respect for others</li> <li>• Planned teaching about different cultures, values, principles and beliefs and how they are interpreted in e.g. dress, language, food, symbol, tradition and worship, attitudes to education</li> <li>• An attitude of respect that allows a conversation about differing views</li> </ul>
<p>To encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment and developing codes of behaviour.</p>	<ul style="list-style-type: none"> <li>• The Sitwell Seven values are displayed in classrooms and around school</li> <li>• The Sitwell Seven values are actively promoted on the weekly newsletter/school website</li> <li>• The Sitwell value of the month is shared with children and parents and advice given for parents to develop this further at home</li> </ul>
<p>To provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> <li>• Opportunities to consider ethical and moral issues raised in different curriculum areas e.g. Health and Safety issues, SRE, moral viewpoints in stories, media propaganda</li> <li>• The opportunity to consider the wisdom of different religions and cultures on moral and ethical issues</li> </ul>
<p>To reinforce the school’s values through images, posters, classroom displays, corridor displays.</p>	<ul style="list-style-type: none"> <li>• Discussion and reinforcement of school values in teaching and learning</li> </ul>
<p>Pupils’ <b>Social Development</b> is shown by their:</p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>• 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</li> <li>• 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul> <p><b>(Ofsted Guidance August 2016)</b></p>	

## Sitwell Junior School – October 2016

**We believe this to be:**

- Relating well to other people’s social skills and personal qualities.
- Working, successfully, as a member of a group or team.
- Challenging, when necessary and in appropriate ways, the values of a group or wider community.
- Sharing views, resolving conflicts and offering opinions with others, and work towards consensus.
- Reflecting on their own contribution to society and to the world of work.
- Showing respect for people, living things, property and the environment.
- Benefiting from advice offered by those in authority or counselling roles.
- Exercising responsibility in a number of different contexts.
- Appreciating the rights and responsibilities of individuals within the wider social setting.
- Understanding how societies function and are organised in structures such as a family, the school and local wider communities.
- Participating in activities relevant to the community.

Outcomes	Evidence
To identify the key values and principles on which school and community life is based.	<ul style="list-style-type: none"> <li>● Robust PHSCE policy, Inclusion policy and scheme of work for the year which ensures key values are reinforced at every opportunity</li> <li>● Behavioural expectations are clear and understood by the whole community</li> <li>● Clear communication with Parents and the use of Home-School agreements</li> <li>● School aims and ethos clearly displayed prominently for all to see</li> <li>● The Sitwell Seven values fully embedded through school</li> </ul>
To foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, and religion can flourish.	<ul style="list-style-type: none"> <li>● Inclusive practices e.g. newsletters accessible to parents in a suitable format on the web and in big print, parent helpers on visits</li> <li>● Parents invited into school on a regular basis to work with their children during the Innovate/Express stage of the Cornerstone’s Curriculum</li> <li>● Pupils are aware and value those who make up the social community, for example, visits from parents, governors, local faith leaders, drama groups, such as Open Minds</li> <li>● Formal and informal structures to allow all stakeholders to communicate with the school</li> <li>● Regular planned celebration of diversity in the school community through Collective Worship, Art, Drama etc.</li> <li>● Parent workshops provided regularly by Learning Mentor</li> </ul>
To encourage pupils to work co-operatively.	<ul style="list-style-type: none"> <li>● All teachers take into account teaching styles and activities which encourage co-operative learning</li> <li>● Planned activities to teach about respect and how this affects our relationships especially during the Innovate and Express stage of a unit</li> <li>● Range of extra-curricular activities on offer</li> </ul>
To encourage pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> <li>● Regular opportunities for valuing the home and social background of children e.g. certificates celebrated in assemblies, Open Afternoon and Open Evening in schools, after school clubs, parents sharing skills with children, ‘extended schools’ activities,</li> <li>● Respect and value given to parents and helpers with opportunities to show thanks</li> <li>● Citizenship is used to explore ways in which respect can be given to other people with their similarities and differences</li> <li>● Use of P4C to explore differences and similarities</li> </ul>
To provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> <li>● Music, Drama, such as Shakespeare, and sports events, specialist subject days and weeks, Winter fair, fund-raising events, class projects, class worship, activities that serve the community; JASS scheme; PGL; children involved in changing the playground (Year 5 shelter)</li> <li>● Co-operative group work</li> <li>● Y6 children visit Oakwood High School to watch the annual school production</li> </ul>
To ensure pupils develop personal	<ul style="list-style-type: none"> <li>● Explicit teaching of social skills and strategies for civilised communication e.g. roles of individuals within groups, team games, P4C sessions,</li> </ul>

## Sitwell Junior School – October 2016

qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect.	playground games, a values education programme to promote personal qualities and attitudes that the school values, value leaders
To provide a conceptual and linguistic framework within which to understand and debate social issues.	<ul style="list-style-type: none"> <li>• Teaching using structured discussion, class discussion, socio-drama, P4C</li> <li>• Inviting visitors in for discussion</li> </ul>
To provide opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> <li>• Participation in School council</li> <li>• Extended schools activities</li> <li>• Value leaders organise and lead a wide range of engaging activities during lunchtime</li> </ul>
To provide opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> <li>• School council, class attendance, target setting, class monitors, class representatives, value leaders</li> <li>• Child led initiatives e.g. to raise money</li> <li>• Encouraging children to take responsibility</li> <li>• Children take part in enterprise days and express projects</li> </ul>
To provide positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> <li>• Visits and visitors</li> <li>• Transition projects</li> </ul>

Pupils' **Cultural Development** 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**(Ofsted Guidance October 2016)**

**We believe this to be:**

- An ability to recognise and understand their own cultural assumptions and values.
- An understanding of the influences which have shaped their own cultural heritage.
- An understanding of the dynamic and evolutionary nature of cultures.
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.
- An openness to new ideas and a willingness to modify cultural values in the light of experience.
- An ability to understand and use language, images and icons – for example, in music, art and literature – which have significance and meaning in a culture.
- A willingness to participate in, and respond to, artistic and cultural enterprises.
- A sense of personal enrichment through encounter with media and traditions from a range of cultures.
- A regard for the heights of human achievement in all cultures and societies.
- An appreciation of the diversity and interdependence of cultures.

## Sitwell Junior School – October 2016

Outcomes	Evidence
To provide opportunity for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> <li>• Children are encouraged to take part in personal projects/ investigations as home learning which can involve the family</li> <li>• Clear and well displayed equal opportunities policy which is reviewed on a regular basis</li> <li>• Clear school aims are displayed, understood and practiced by all members of staff</li> <li>• School aims</li> <li>• Staff development and training</li> </ul>
To present authentic accounts of the attitudes, values and tradition of diverse cultures.	<ul style="list-style-type: none"> <li>• A regular programme of curriculum visits and visitors into school which reflect the diverse nature of our community</li> <li>• Clear reflective and progressive RE scheme of work which is reflected across the schools.</li> <li>• Clear policies which ensure non-stereotypical, current and relevant resources are used to promote learning across the schools</li> <li>• Planned opportunities to developing an understanding of stereotypes and bias through lessons and collective worship</li> </ul>
To address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.	<ul style="list-style-type: none"> <li>• A diverse range of literature is used in lessons and displayed across school which is reflected of the community we serve</li> <li>• Ensuring that all teaching programmes and collective worship promotes equal opportunities</li> <li>• A robust system to record incidents, following anti-discriminatory procedures</li> <li>• Planned and additional opportunities to proactively explore issues, e.g. P4C sessions, in creative play areas, visitors, anti-racism projects</li> </ul>
To extend pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> <li>• A well planned series of Cultural days and weeks including celebrating EID and Christmas</li> <li>• Regular visits from a range of faith leaders which are used as time for reflection by the school community</li> <li>• Regular visits to places of worship which are used as a stimulus for developing English</li> <li>• Worked covered in Geography, English, Art and Music, Picture This</li> </ul>
To recognise and nurture particular gifts and talents.	<ul style="list-style-type: none"> <li>• Planned Induction for new pupils and their families especially from the new and emerging communities</li> <li>• Ensuring that we utilise the strengths and interests of parents to develop a learning community</li> <li>• Carefully planned transition from our school to other schools.</li> <li>• School commitment to links with parents and carers through Weekly Newsletters, website celebration, Twitter</li> <li>• Sharing hobbies and interests in class and assembly</li> <li>• Celebratory events of all kinds</li> <li>• A wide range of extra-curricular activities</li> <li>• Jennifer Alloub 'Sporting Excellence' and Academic Excellence' awards</li> <li>• Peri Music teachers – children participate in an assembly showcasing talents</li> </ul>
To provide opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and to encourage pupils to reflect on their significance.	<ul style="list-style-type: none"> <li>• Schemes of work showing planned opportunities for cultural development and progression</li> <li>• Spontaneous responses to events, e.g. responses to natural and man-made disaster, poverty and relief campaigns</li> <li>• Participation in local cultural events</li> <li>• Peri Music teachers</li> </ul>
To develop partnerships with outside agencies and individuals to extend pupils' cultural awareness.	<ul style="list-style-type: none"> <li>• Theatre, museum, concert and gallery visits</li> <li>• Visitors including the Theatre Company, Drumming workshops</li> <li>• Use of the Internet to research and develop awareness of cultural diversity</li> <li>• Young Voices choir – perform at Sheffield Arena.</li> <li>• Global Schools link</li> </ul>

## Sitwell Junior School – October 2016

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To reinforce the school's cultural values through displays and posters.	<ul style="list-style-type: none"><li>• Displays</li><li>• Playground structures and art</li><li>• Evidence around school of multi-cultural display, resources, special projects</li></ul>
To ensure the school aims and ethos indicate an appreciation of the diversity and interdependence of cultures.	<ul style="list-style-type: none"><li>• Inclusion policy</li><li>• RE Scheme of Work</li></ul>