



Spiritual, Moral, Social & Cultural Evidence

	Aspect	Examples of present provision	Evidence of Impact	Evidence
SPIRITUAL	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	<p>Pupils' Spiritual, Moral, Social and Cultural development is enhanced through the diverse curriculum and the regular opportunities organised to celebrate their faiths, traditions and cultures.</p> <p>Pupils show tolerance and have respect for all faiths and traditions. RE Leader carried out an action research which further resulted in development of the RE curriculum, a trip for each year group is planned to places of worship and displays are evident around school celebrating the different faiths we have in our community.</p>	<ul style="list-style-type: none"> 87% parents value the importance of RE trips. Visitors to school have commented on pupils' positive attitudes and manner. Action research carried out by R.E leader shows that pupils engage with R.E lessons in schools. The action research was further used to refine the disposition of faith scheme and plan for cross curricular learning. Displays around school promotes SMSC through a cross curricular approach. Writing through R.E was a key focus - this can be seen in displays in school. All classes have one organised trip to a place of worship and this is followed through with writing. External visitors come into to school to talk about values (City Mission, Foodbank, NSPCC). 	<p>Parent Questionnaires Feb 2015 / October 2015</p> <p>See letters from visitors to school.</p> <p>Action Research by R.E leader</p> <p>Learning environment around school.</p>
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	We regularly involve pupils in raising funds for charities to develop their awareness of supporting others (i.e. Food Bank, Cancer Research most recently supporting the refugee crises in Europe).	<ul style="list-style-type: none"> Pupil Voice is regularly carried out - 97% of pupils say they learn about respect in assembly (Oct 2015) Parent View – 95% of parents say that they like the morals of the school through the ethos that it promotes. School is in the process of working towards UNICEF - Respecting Rights Award (Level 1). Racist / Religious conflict is very rare and adult intervention is in place quickly for it to be resolved. Children have a better understanding of other through charitable events and making donations to charities. 	<p>Pupil Voice data</p> <p>Parent Questionnaire.</p> <p>Racist / Religious Incident Register</p> <p>Letters from Foodbank, charities etc</p>

	Use of imagination and creativity in their learning willingness to reflect on their experiences.	Our curriculum is developed to excite and motivate children with a range of topics and projects that are of interest to them and to which they can fully contribute to so that their learning is engaging, interactive and fun.	<ul style="list-style-type: none"> • Art project to promote British Values in school and creative learning. This has resulted in children from different years groups working together. Older pupils take key responsibility as leaders and give direction to younger children. • Pupils have every opportunity to take part in performing arts and sports. Children from a range of abilities performed Hamlet at the Old Rep Theatre in Birmingham (A proud moment for the families). • Children worked in collaboration with a local secondary school to perform 'Narnia' at the Crescent Theatre in Birmingham. 	See learning environment projects in school. Theatre photos (Shakespeare and Narnia)
MORAL	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.	<p>We have an approach in school where all our staff play the role of being pastoral. We feel that rather than one person meeting the needs of a child with emotional needs – this should be the role that everyone should have. As a result our child have a better understanding of their own lives and how adults in school are there to give guidance on what is right and wrong.</p> <p>We have a strong PHSE emphasis in school which is co-ordinated taught through the curriculum</p>	<ul style="list-style-type: none"> • 95% of parents are in support of the morals that the school promotes. (Oct 2015). • Carers of looked after pupils have praised the school for its use of pupil premium and the care that it offers to Children Looked After. • We integrate pupils from PRU who need a second chance back into education. Our principle is that exclusion is not the answer • Through the pupils voice that we are able to identify areas that we need to support pupils with. Pupils help leaders with next steps. • PHSE displays in school to support to support SEAL. • RRSA charter has been developed linking into school rules. Themes are followed through in assembly and reflected upon. 	<p>Parent questionnaire</p> <p>Arrange discussion with parents of CLA pupils</p> <p>Behaviour questionnaire data</p> <p>Pupil referral Unit Questionnaire</p> <p>See PHSE learning journals.</p>
	Understanding of the consequences of their behaviour and actions	We have a behaviour system that works well but we are heavily reliant on the school house system which works well for our pupils in knowing that good actions are picked up quickly and praised.	<ul style="list-style-type: none"> • The Anti-Bullying council are active in school and as a result have gained the Diana Award. • Children have regular workshops from a range of external providers so that they can deepen their understanding of their behaviour and actions. • Workshop have been arranged on 'Prevent' for pupils with post questionnaire 	<p>Pupils Voice on Behaviour policy.</p> <p>Police workshops, letters from Loudmouth.</p> <p>See 'extremism' questionnaire.</p>

	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.	Staff ensure that the curriculum is rich in opportunities to develop Spiritual, Moral, Social and Cultural development – [evidenced in displays, UNICEF Charter themes and learning records] – Pupils tell us that they enjoy learning about the different faiths.	<ul style="list-style-type: none"> On a weekly basis class teachers have ‘Circle Time’ sessions with the children, we have identified that the impact of this has resulted in children able to respond in full spoken English to give their view points. Staff questionnaire on SMSC further helps to tailor the curriculum to meet the needs of pupils. Regular visits from SMSC governors. 	See thinking box resources. Pupil / Parent questionnaire. Staff Questionnaire Governor visit profile
SOCIAL	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	Leaders ensure that SMSC/Modern British Values plays a strong part in school ethos and curriculum[see displays –parent/pupils voice].	<ul style="list-style-type: none"> Music plays a key role in school. Children have opportunity to learn cultural music (Drumming). Musical Festival of Cultures events (Winter and Summer). Children involved in performances in school. Key displays in school promote people (Black History, Key Figures). 	
	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	Parents are increasingly involved in celebrating their children’s successes through cultural and music festival and curriculum workshops.	<ul style="list-style-type: none"> Parents are very supportive of the school’s ethos around SMSC and Modern British Values [See parent questionnaire]. Pupils participating in events with other schools (Secondary Schools) Pupils performing at other schools. Pupils engaging in setting up their own enterprise business and raising money. Curriculum workshop from different periods (e.g.Medieval Britain). 	
CULTURAL	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Celebration of current events – Black History Month, Refugee week, Fair Trade Week, LGBT History Month, GRT Month, International Women’s Day, Festivals.	<ul style="list-style-type: none"> 94% of parents say that the festival of cultures is a great way to celebrate the diversity within our community. (Oct 2015) Enrichment days/themed weeks to celebrate culture or heritage Learning outside the classroom linked to trips for History and Places of Worship. Cross curricular activities (R.E and Literacy / History and Literacy. Visit to London (Place of Westminster) School Council meet MPs 	

	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	Music plays a key part in school and this is celebrated through festivals at the end of terms [drumming, clarinet, singing, guitar, music and dance from different cultures].	<ul style="list-style-type: none"> • 91% of parents say the school does enough to promote music. (Oct 2015) • School's Equality Policy • Themed creative curriculum • Art Project linked to Life in Modern Britain. 	
	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.	Pupils' aspirations are promoted through special guests to school and promotion of important months [Black History Month].	<ul style="list-style-type: none"> • Pupil voice carried out on Citizenship • Cultural visits • Visitors to school 	
Next Steps SMSC	SPIRITUAL Further opportunities for external visitors to school	MORAL Work towards gaining Level One (UNICEF)	SOCIAL Create opportunities for newly arrived European families (Polish) to further engage with school	CUTURAL Continue to develop pupils' understanding of British Democracy and the making of laws Continue to build a curriculum that builds further on the cultures of the pupils at Featherstone.