



The Personal development of a child is intrinsically linked to Spiritual, Moral, Social and Cultural development. Through education we can help our children grow and develop as people who will be able to make sense of our modern world and achieve their full potential.

All curriculum areas contribute to a child's spiritual, moral, social, and cultural development, and opportunities for this are carefully planned within each of our curriculum areas.

This is partnered with the strong relationships formed between staff and pupils, the ethos and values of the school, behaviour and pastoral care and Collective Worship.

Respect – Resolve – Aspiration – Well-being

Our school is built upon our four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision.

Below are examples of how SMSC development and physical well-being is delivered at St Peter's C of E Infant School, thus enabling every child regardless of age, ability, or background to thrive in a highly cohesive and supportive learning community.

“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11

Visitors are always welcome to our school and will see for themselves how SMSC development is embedded within the life and practises of the school.

Monitoring and evaluation:

Provision for SMSC is carefully monitored, audited, and reviewed on a regular basis. This is achieved by:

- **Monitoring teaching and learning, pupil talk and work scrutiny by the Headteacher, Governors, and Teachers.**
 - **Parental comments and feedback from questionnaires.**
 - **Regular discussions at staff and governor meetings.**
- **Audit of policies, Collective Worship planners and all curriculum areas.**

July 2021

DEFINITIONS - What is SMSC?

“Individuals can only manifest their Spiritual and Moral ideals within Social and Cultural contexts and they require a high level of personal and social skills and qualities to achieve this”

‘Lack of commitment to these qualities tends to create, inhuman places...vulnerability to injustice, exploitation and expedience’

(Surrey CMC 1996)

Spiritual Development

- Spiritual Development is not synonymous with, but clearly explicitly linked to ‘religion’. It relates to fundamental questions about the meaning or purpose of life. It is about ‘inner’ experience and while it is difficult to express adequately, it can include intuition, feelings, emotions, compassion, empathy and faith. It explores the engagement we have with the big questions that impact on us all, that question our origins and our future, the meaning of life or existence.
- It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some people may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ or ‘character’.

Moral Development

- Moral Development can be defined as enabling learners to develop their own personal code of values to guide their thinking and behaviour in all areas of their lives, together with the willingness to put it into practice (‘moral fibre’ or integrity).
- It is also about the development of pupils’ understanding of society’s shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society’s values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Social Development

- Social Development is the forming of skills to relate positively to others, take responsibility, participate in the community and develop a sense of being a responsible citizen.
- It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society’s institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Cultural Development

- Cultural Development is facilitated through enabling pupils to appreciate their own cultural traditions and the diversity and richness of others. This may include national cultures and social or ethnic sub-cultures.
- It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils’ cultural development is intimately linked with schools’ attempts to value cultural diversity and prevent racism.

Evaluating Impact of Spiritual, Social, Moral and Cultural Development 2020-2021

<p style="text-align: center;">Evidence</p> <p style="text-align: center;"><u>Spiritual</u></p> <p style="text-align: center;">See also spiritual scheme.</p>	<p style="text-align: center;">Taught Curriculum</p> <p style="text-align: center;">Examples of.</p>	<p style="text-align: center;">Other Activities and Opportunities</p> <p style="text-align: center;">Tutorials; assemblies. Discussions with pupils' School ethos etc.</p>	<p style="text-align: center;">Extra Curriculum</p> <p style="text-align: center;">Opportunities provided in School such as clubs, Sports, events etc.</p>	<p style="text-align: center;">Examples of impact to date</p>
<p>Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in respect for different people's feelings and values</p>	<p>RE Curriculum Balance of AT1 & 2 Study of other faiths taken from the 6 principle religions such as Judaism, Hinduism, and the Islamic faith. History - for example Exploring people's motivations. Geography – environmental issues at home and abroad. Higher order questions eg 'What if?' English – news reporting, exploration of current affairs.</p>	<p>Collective Worship Themed weeks and dance workshops. Cultural events Reflection areas Prayer areas Rolling programme of Christian Values. Visits to cultural centres such as the Woking Mosque and West Surrey Synagogue in Woking.</p>	<p>Church services and events in Church calendar. Local cultural events, such as the Tandridge Gardens and festivals promoted through school. Faith group.</p>	<p>Harvest Pause Day – whole school.</p>  <p>All the children showed thoughtfulness and respect for the ethos of harvest; sharing and giving to others who do not have enough. Children could talk avidly about how God provides for us and it is up to us as a community to then provide for those who don't have enough themselves or the means to get it. This was further supported by the Year 2 children who drew on the examples from their Judaism learning that God provides 'Mana' – food for everyone.</p> <p>Pause Days Advent Children could clearly explain the meaning of Advent, the different artefacts used at this time and how it is important for Christians as they celebrate the coming of Jesus. Easter:</p>  <p>Children were very reflective and understood how to stop and think about the feelings of others, as well as their own. Patronal day: Pupils could make links between their own lives and practises with those of St Peter. They could link</p>

<p>Pupils' sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.</p>	<p>Science - investigating the world around them. Outdoor learning and use of local environment Visits to local gardens of natural beauty. Eg: Wakehurst Place. Teaching of Philosophy RE curriculum. Visits to a Mosque and Synagogue for KS1 pupils. PE – Awareness of pupil's own strengths and areas for development. Learning about themselves and others. Learning about the origins of other physical activities such as Yoga. Appreciating the rationale behind the movements. Maths – Fibonacci and the wonders of the mathematical patterns. The beauty of nature and what it can teach us. Mindfulness practices – whole school initiative practised daily.</p>	<p>Playtimes in open rural setting - room to move & create. Quiet areas and Peace Garden. Displays of objects and artefacts. Visits to gardens for example Wakehurst Place: story sticks. Gardening, growing own produce and caring for hens kept in school garden. Science themed week –to promote the value 'Awe and wonder'. Outdoor learning days Sports events such as the 2018 Winter Olympics. Collective Worship held in Peace Garden. Show and Tell opportunities Guest visitors and children from other local schools.</p>	<p>Year group Tea Times Community Events e.g Village Fete, Oxted carnival. After school clubs such as drama and art.</p>	<p>the symbols confidently and speak openly about their own values and feelings.</p> <p>Harvest and STEAM activity. Reverend James Ashton was integral in creating wonder and enjoyment for our younger children as he showed them how to make 'Share' and 'heart' of the words harvest. The year 2 children showed this later to parents and the feedback from this was wonderful to see, how it had influenced the children, that they wanted to share this experience with other. Clear reflections from the Pause Day.</p>   <p>Year 2 children also took delight in reenacting the 'The escape from Egypt' as part of their Judaism learning.</p>  <p>The children's discussions from this were detailed and thoughtful as they had put themselves in other people's shoes and so could think about the feelings others may have experienced.</p> <p>Yoga and mindfulness experiences: KS1 children have a good understanding of the benefits of relaxation and how this is good for the body and mind, where they have the chance to concentrate on themselves and no other things around them.</p> <p>Posada: All children had an opportunity to learn more about the Christmas story, as this Hispanic tradition was passed around the village community (and school).</p> <p>Easter and special services: children could pose clear questions about Jesus and how Christians celebrate the different events in the church calendar. For example, even though they could not experience all the actual events of leading up to Easter they delighted in exploring the various artefacts found at St Peter's church to depict the resurrection of Christ. Pupil talk/observations</p>
---	--	--	--	---

				
<p>Pupils' use of imagination and creativity in their learning.</p>	<p>Music – appreciation and composition Art and Design/Design and Technology activities eg painting and sculpture English – Creative writing/Poetry/ Role play, dance & drama Working walls. PE – Diwali and Easter dance projects. Outdoor Learning – exploring the Peace garden and making use of the special 'Playhouse' in the garden.</p>	<p>School productions Recorder club Child initiated learning Reward time/Golden time Thinking partners School/Eco/AB council meetings. Christian Value 'Awe and Wonder' – taking photos and posing questions about what they have seen. Pupil led Collective Worship. Christian Values – termly</p>	<p>Open ended homework tasks Participation in local community schemes e.g: library summer challenge. Christmas cards and delivery to local people. Designing themes that will create a stimulating environment e.g: decorating the hall for specific themes in the annual calendar or decorating the school fence for public view. (Fireworks/Christmas/Easter/valentines). After school play in the school grounds. After school clubs – Drama and Art.</p>	<p>EYFS – Creation and role play. The reception children could explain that God created the world in 6 days and rested on the seventh day after spending time thinking about and learning the story of creation. They used their imaginations to add creatures and artefacts to a Creation display as well as participating in role play activities.</p> <p>The whole school participated in a STEAM activity to support their Harvest learning. They created contraptions to help a gardener protect his vegetables whilst thinking carefully about sharing and allowing others to benefit from others. These inventions were carefully thought through, generated a wealth of discussions around giving and sharing as well as inspired all to enquire and reflect upon other people's actions.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Book Week- This saw the children become even more avid writers and illustrators as they engaged in the delights of books over a concentrated time. Easter and church services: Designing their own crosses that show the re-birth of Jesus by finding twigs with buds on (signs of new life and growth).</p> <div style="display: flex; justify-content: space-around;">   </div>

Creating Easter Bonnets to represent both Easter and new life. All these activities engaged and excited the children. They showed innovation and imagination.



Springs Dance Company:

All children regardless of ability, using their imagination to create unique movements through the power of dance.



Art and STEAM activities: This gave the community the opportunity to enjoy and celebrate their personal creativity. Pupil and parent voice.



Next Steps: Green = ongoing. Purple = completed.

Partnership schools – local and nationally. –Strengthen links with local Church Schools and continue with paired visits – (SDP 2021-2022) postponed due to Covid restrictions. Nationally Year 2 have established links with a school in Washington DC.

Links to our sponsoring of a child for the Lunch Bowl Network. – Sponsorship continues with a further donation from the school community.

Develop more Multi-faith/cultural visits and speakers to see other people’s feelings and values, and how these influence their everyday lives- Explore further cross curricular links with subjects and visitors/themed weeks. Springs Dance Co/Lunchbowl Network

Lunch Bowl charity/Sal’s Shoes – look at how pupils can get more actively involved. Raising money per class.

Evidence <u>MORAL</u>	Taught Curriculum Examples of.	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
<p>Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p>	<p>PSHE / SEAL Curriculum RE curriculum History – the treatment of different members of society such as Martin Luther King or Florence Nightingale. Geography – Green belt or housing development? Surveying the use of land against needs of community. Environmental issues – recycle or just throw away? Science – Fair testing. How this can have an impact on findings and looking at the wider consequences of this. ICT- E-safety and use of Hector/CEOP button. English – discussion and exploration of current news affairs. Debating.</p>	<p>Golden Rules Social skills Group School Council Eco Council Anti-bullying team. Collective Worship themed weeks. Willingness to help others Setting out and clearing up equipment at playtimes Roles and responsibilities – Monitors Playground buddies. Sports Crew. Reading Rangers. E-safety open morning. Class Charters.</p>	<p>Responsibility for homework Applying safety rules Behaviour when in uniform Shared events with other school Church services. Safety awareness knowing that it is right to 'speak out' if a pupil feels there is something wrong both in and outside of the school environment. NSPCC Assemblies and fundraising events.</p>	<p>Harvest and giving: A selfish act can be turned into an act for good. This was the outcomes of class discussions centred on the book 'Muncha! Muncha! Muncha!' by Candace Flemming. The children used this as a starting point for exploring the great values of sharing, selflessness, and perseverance, which are all especially relevant at this time.</p> <p>Anti-Bullying and Diversity week: The wealth of ideas of how to help others and embrace diversity, knowing that everyone is special, unique, and different was delightful to experience. The discussions generated during this week showed that the children have a very thoughtful and compassionate view of the differences that people experience.</p> <p>RE learning and Easter Story: children can readily discuss how people treated the world and Jesus wrongly and say how/what they should or could do.</p>  <p>ECO events: showcasing their eco work including a performance based on the idea of how to save the environment.</p> 

<p>Pupils' understanding of the consequences of their actions</p>	<p>PSHE / SEAL Curriculum Safeguarding themes and scenarios. RE Circle time Other subjects such as PE following rules Fair play</p>	<p>Restorative conversations Thinking sheets Clearing up a mess / writing a letter of apology. Role-play scenarios in Collective Worship. Anti-Bullying team Buddies. Daily life in and outside of school.</p>	<p>Behaviour during clubs Code of conduct in, for example, football and all outside school environments. Events such as Tandridge Teatime.</p>	<p>Anti-Bullying Team: The new Year 2 team spent time exploring what bullying is and what the differences are between bullying and a Friendship fallout. They also thought about their roles in our team: To stop people from bullying - LD To help people when they fall over – FW Checking on people if they have a friendship fallout – MC If someone hurts themselves, help them – SN</p>  <p>The team have already been proactive in sharing their thoughts with the wider school community in a newsletter to parents.</p> <p>Anti-Bullying and Diversity week: Children gave reflective and thought-provoking comments about the negative impact of these areas but were able to share a wealth of positives within this.</p> <p>Christmas giving: the children could clearly appreciate the art of giving and the sense of joy at doing this rather than simply receiving, when selecting gifts for their families at Christmas rather than expecting gifts themselves.</p> 
<p>Pupils' interest in investigating and offering reasoned views about, moral and ethical issues</p>	<p>Discussion as part of learning in RE/History/Geography and Science – should we be experimenting with new techniques because our natural resources are becoming scarce?</p>	<p>Use of 'News clip' on Espresso. 'News Bites' newspaper. Discussion of events in Worship/Charitable giving School Council suggestions and actions. Anti-bullying team.</p>	<p>School council – debating session organised by TEP Faith group.</p>	<p>From the book 'Muncha! Muncha! Muncha!' the children across the school participated in a STEAM activity (combining science, technology, engineering, arts and maths) to create fantastic structures to protect a vegetable garden. This also generated wonderful discussions about sustainability and Eco systems, how we</p>

	<p>Are we supporting our local producers? Thinking partners. Maths – can there only be one way to solve the problem? PE – should people with disabilities participate in separate sporting events?</p>	<p>Eco council.</p>		<p>should be protecting and growing our own products for health and economic sustainability. Cross curricular links – Black females in history: discussing and putting forward clear arguments for how people were treated through history for the colour of their skin and yet understanding that this does not matter versus their achievements, such as Katherine Johnson. Science week and STEAM events: Giving clear and thoughtful reasoned responses to the predictions for, or results of, experiments.</p> 
--	--	---------------------	--	---

Next Steps:

Green = ongoing.

Purple = completed.

Set up own debating sessions for Class 2 pupils. To debate current news issues such as UIFSM being available to all children up to the end of KS2/use of sports funding for all children not just KS1 upwards.

Evidence <u>SOCIAL</u>	Taught Curriculum Examples of.	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
<p>Pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, and socio-economic backgrounds.</p>	<p>Whole class working as a team. Co-operating on group tasks. Thinking partners. SEAL activities. Visits to events and other schools which allow pupils to interact with a diverse society. Maths – discussions concerning origins of maths. Why is maths important? PE – safety and pupil understanding of different beliefs/practises when applying rules and instructions. Challenge activities – all curricular areas – outdoor learning.</p>	<p>Trip to Surrey Outdoor Learning Centre/Nower Wood. Enrichment activities. Events organised with other local schools. Greeting guests Showing visitors around. Welcoming a new pupil from a different school into our community. Social skills group Multi-skills festivals</p>	<p>Direction to sports/music clubs Involvement in Beavers or Rainbows. Church Services Hosting events for parents and Grandparents.</p> <p>Anti-Bullying Charter Mark Inspection – October 2017.</p>	<p>Nower Wood: Year 2 children developed their personal skills as they learnt the ways of the woods and shared their experiences with each other during their trip to Nower Wood. Here they showed perseverance and clear teamwork as they had to put their trust in each other and work as a team to complete a series of activities. They showed that they could apply safety rules in different contexts and listen carefully to instructions to keep the natural world safe as well as themselves.</p>  <p>This also allowed the children to explain and follow rules as they took part in the 'Burning of London' as models they had made for their 'Fire of London' topic were burnt.</p> 
<p>Pupils' willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.</p>	<p>Sharing equipment Negotiating on group tasks Collective responsibility PE – developing own skills but appreciating and praising those of others. Helping others to 'give it a go'.</p>	<p>Playground buddies Restorative conversations School Council Roleplay scenarios in Collective Worship – themed weeks. Sports crew. Reading rangers. Anti-bullying team.</p>	<p>Tandridge Tea Time Community Events eg: Village Fete, carnival. Transition days to Junior schools. Multi-skills events Music festival Themed mornings – 'Bring your</p>	<p>Where the wild things are – EYFS. The Reception children showed great thoughtfulness and maturity as they discussed and offered solutions to resolve the conflicts in 'Where the wild things are' story. They sequenced the story, danced a 'Rumpus' and acted out the story and suggested great resolutions.</p>

	<p>Understanding that others may not be as willing to take part but simply 'win'.</p> <p>Maths – Problem solving activities that include reasoning and following a line of enquiry. Patience and understanding of the strategies used by others.</p> <p>Science – fair testing and debating the importance of new inventions or initiatives.</p>		<p>grandparents/Dads to School' mornings.</p>	 <p>Whole school Collective Worships: Each week the school community responds enthusiastically to the sharing of celebrations and great work. They show joy and excitement when sharing others successes. Although these have been virtual children have respected turn taking and listening carefully to the views of others.</p>
<p>Pupils' interest in and understanding of the way communities and societies function at a variety of levels.</p>	<p>RE curriculum Study of other faiths eg festivals of Sukkot and Diwali International themed week</p> <p>Maths – How does maths affect the whole of society nationally and internationally?</p> <p>English – speaking and listening opportunities within debating sessions. News reporting in writing.</p>	<p>Collective Worship looking at other cultures and communities. Charitable activities Fundraising Guest speakers Pupils planning and leading Collective Worship.</p>	<p>Pupil Council</p>	<p>RE: The KS1 children have been learning about Judaism and the Islamic faith. They can talk about their learning 'about' and 'from' this faith in great detail. They thought carefully about the different festivals and practises, comparing these with Christianity and were able to give detailed comparisons between these.</p>  <p>Festivals: Children have a greater understanding of the different community celebrations that happen, for example, Hannukah, Christmas and Eid. They can discuss how people feel as well as the types of celebratory activities they participate in.</p>

Next Steps:

Green = ongoing.

Purple = completed.

Pupils to plan Harvest festival and own Collective Worships based around Diversity and understanding.

Establish links with a Partnership school in London.

Transition days – to new classes and to junior schools – summer 2021.

To welcome visitors/new parents to school for specific events – On-going.

Participate in village fete event- summer 2021.

Evidence <u>CULTURAL</u>	Taught Curriculum Examples of..	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
<p>Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p>	<p>Geography - learning about local and wider UK environment. Themed weeks on for example: Olympics/Diwali/Easter Environmental issues- Eco vehicles (Art and Design), International manufacturers. Maths – Origins of maths (numbers). Looking at the origins of our currency and the use of the Queen's head on money. Important figures on other denominations. Shapes – flags (Japanese circle, USA stars, triangles on Union Jack etc.) Voting systems – sorting or counting. Showing democracy through voting systems within school and how Britain is run democratically. Measuring and the decimal system. History – linked to above, why do countries have these shapes on the flags? Commemoration of WWI and WWII.</p>	<p>As part of Christmas/WWI celebrations talking to older people in local community. Possible Visit of local MP? Visit from Olympic athlete Visitor from Lunchbowl Network African drumming/dance workshops Olympics Tokyo 2020</p>	<p>Traditional events in the local community. Remembrance service at church. Easter bonnet parade. Christmas carols around the village. St Peter's day service. Local history of the surrounding area.</p>	<div data-bbox="1653 362 1877 528" data-label="Image"> </div> <p>What better way to learn about influencing features than to see this first-hand? Year 2 children had such an opportunity when learning about the Great Fire of London. They learnt about the influences of architects and designers who learnt from the lessons of London after it burned in 1666. They were able to see and appreciate the changes that had such a huge impact on life today, including the works of Sir Christopher Wren, and the construction of stone buildings.</p> <p>The light at Christmas/Christmas exploration: This gave the children the opportunity to begin to understand and value the many distinct cultures of the world. Detailed discussions and lots of interesting questions that the groups could then research to answer.</p> <p>Easter: learning about Easter symbols, both Christian and Non-Christian allowed children to express their views around this important Christian event. They showed respect for the views of others and could say how certain symbols have shaped the way Easter is perceived by people in Britain today.</p> <p>Art explorations: using a variety of stimuli pupils could express their appreciation of different cultural influences through the wonderful art pieces created using a variety of mediums. This included a collaboration with the Watts Gallery.</p>

	<p>PE – origins of different sports/dance and how they have come to Britain. Yoga, contemporary dance.</p> <p>Science – developments come from many different cultures. Look at how we benefit from these through medicines, foods, engineering.</p>			 <p>Finding out about the origins of English dancing and participating in this event to showcase for the school community.</p> 
<p>Pupils’ willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p>	<p>Performances and concerts. Whole school events and celebrations.</p> <p>Explorer’s week focusing on maths and science work.</p> <p>Science – inventions and initiatives from different societies.</p> <p>Man on the moon – space themed week.</p> <p>Music appreciation – composers and origins of different music/instruments in lessons and through Collective Worship.</p> <p>PE – trying out new sports and dance activities.</p> <p>Participating in traditional dance – maypole dancing and looking at its origins. – linked to history.</p>	<p>School visits to farms, local gardens, zoos.</p> <p>Visiting authors, artists and poets</p> <p>Visiting guests such as local sportsmen/women.</p> <p>Visits to different faith centres.</p> <p>Chinese dance workshops.</p> <p>Pied Piper theatre company.</p> <p>Use of pupil premium funding for enrichment activities for eligible children.</p> <p>Science Week with workshops.</p>	<p>Range of activities undertaken by pupils outside school</p> <p>Direction by school to particular activities, for example, to visit a museum in London</p> <p>Resources on E-Learning zone on school website.</p> <p>Library summer reading challenges.</p>	<p>All children have participated in a wealth of activities developing their senses and lines of enquiry. The impact of these activities has been enormous, with all children regardless of ability, enjoying, fascinating in and talking about their inventions, what they have seen, made and participated in.</p>  <p>Nower Wood</p>  <p>Making models and then burning them as part of the Fire of London project.</p>  <p>Deciding what God made as part of The Creation story.</p>



And let us take a moment to relax as we participate in yoga!



How can we create a contained garden together?



Listening carefully to Reverend Ashton and learning about Harvest.



And catch! Working as a team and developing new skills.

Christmas performances: Creativity in abundance as the whole school not only learnt about the Nativity but had the opportunity to participate in its theatrical performance when creating a special Nativity video for parents to view this year.

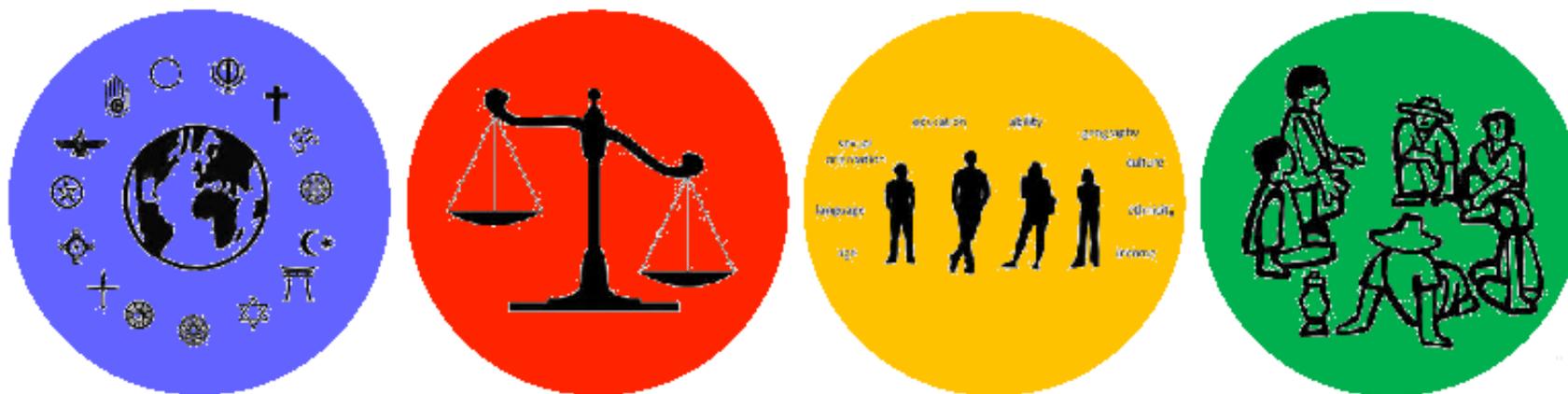
<p>Pupils' interest in, and understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>RE curriculum Study of other subjects e.g. study of countries Mauritius, Australia, Tanzania study of significant people in History Mary Seacole Martin Luther King Nelson Mandela Women's rights to vote and the wider voting system. Specific celebrations such as St George's day/St Patrick's day etc. Looking at the history behind these celebrations – linked to English, art and design. Geography – socio-economic/religious groups and community areas. How have these changes the human and physical features of our landscapes?</p>	<p>Collective Worship planning Displays, resources and artefacts Re-establish links with school in Kenya and London Guest speakers from different faith groups. Use of pupil premium funding for enrichment activities for eligible children.</p>	<p>Supporting pupil's attendance in extracurricular activities Free tickets to events Churches together Organised events with other local schools eg: Multi-skills and music festivals.</p>	<p>The enthusiasm for learning about different religions and exploring the diverse communities we live in, or support is a delight to experience at St Peter's School. By talking to the children, you will be able to see the caring and supportive attitudes to others, regardless of their backgrounds etc. The children support the work of many organisations, for example, the Lunchbowl Network, Samaritan's purse, the British Legion Poppy appeal as they believe that they can learn from as well as support others who have much to offer them in return. They respect the different but colourful make up in our diverse world that makes each one of us special, unique and different.</p> <p>Year 2 exchange with Washington DC school: Year 2 have delighted in their contact with a school in Washington. They have readily written letters and viewed correspondence received from the school. Engagement and enthusiasm are very strong. The enthusiasm shown when 'zooming' the US class was wonderful and they thought about and asked some very pertinent questions.</p> 
---	--	---	---	--

Next Steps:

Green = ongoing.

Purple = completed:

Visits to Multi-faith centres. Mosque visit. February/March 2021.



SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT



PERSONAL DEVELOPMENT

Fully developing the whole child—helping pupils grow and develop as people—
preparing them for the adult world—allowing pupils to make sense of the world
—achieving their full potential



CURRICULUM

All subject areas have a responsibility and the potential to promote SMSC/personal development



PERSONAL RELATIONSHIPS

Relationships between all staff and students—Ethos and values of the school—Behaviour and pastoral care—Collective Worship

British Virtues



Understanding & knowledge expected of pupils	What the school is doing	Development Actions
An understanding of how citizens can influence decision-making through the democratic process	Voting by choice or preferences, questionnaires, debating and discussions.	To show clear examples of this through themed weeks/curricular areas/Collective Worship.
An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety	Understanding of health and safety, rules	School Golden Rules, Safety Week – work of the community e.g. police. Restorative approaches. Actions > Reactions
An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence	Pupils' Anti-bullying Policy & Behaviour Policy. Different rules for each cohort (classes have own rules but school rules are for all)	ACTIONS! Look at how this area can be developed further – age appropriate
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law	Cultural diversity and re-exploration of different faiths/cultures – rights to wear religious attire	How can this be shown through 'law protection'?
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Multi-faith topics – RE/Collective Worship. Visitors – visits – mosque/synagogue Pupil cohort – multi-faiths	More multi-faith visitors
An understanding of the importance of identifying and combatting discrimination	Anti-bullying Charter Mark. CW themes. ICT/ E-Safety. NSPCC Awareness assemblies, SEAL – PSHE. Multi-racial community. Ethos/Signs in school	*Combatting – Reinforcing what to do if see/hear discriminatory actions – All year groups

BRITISH VALUES

Understanding and knowledge expected of pupils 2020-2021.

Understanding and knowledge expected	What school is doing	Development points/Actions
<ul style="list-style-type: none"> An understanding of how citizens can influence decision-making through the democratic process 	Voting by choice or preferences, questionnaires, debating and discussions. Highlight citizens who have influenced decisions in history through PSHE and Collective Worship as well as curriculum subjects, looking for example at people who have influenced historic decisions.	To show clear examples of these through themed weeks/curricular areas/Collective Worship. Choosing class rules Voting opportunities for councillors
<ul style="list-style-type: none"> An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety 	Understanding of health and safety rules, School Golden Rules, Safety Week – work of the community i.e. police. Restorative approaches. Actions > Reactions	Continue to emphasise the importance of these. Role-play examples of what happens if these structures were not in place. Ten commandments/codes for human life, comparing different religious rules.
<ul style="list-style-type: none"> An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence 	Pupils' own Anti-bullying Policy and Behaviour Policy. Different rules and understandings for difference cohorts – i.e. each class may have different rules / ownership for actions because they relate specifically to them – but school rules are for all. Examine the roles that adults play within the pupils lives such as at school: HT – Support staff. Being subjective and objective – what does that mean to children as well as adults?	ACTIONS: Pupils to design own What do pupils see the different roles of adults in the school are and why? School rules apply to all, and all pupils are equally subject to rules.
<ul style="list-style-type: none"> An understanding that the freedom to choose and hold other faiths and beliefs is protected in law 	Cultural diversity and exploration of different faiths/cultures within the 6 principle religions – rights to wear religious attire, for example. Themed weeks and workshops. What is discrimination and how can we prevent this?	How can this be shown through 'law protection'? Visitors from the police force. E-safety/laws that children understand. We all have choices. Development of the Southwark Diocese RE syllabus.
<ul style="list-style-type: none"> An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 	Multi-faith topics – RE/Collective Worship. Visitors – trips – Mosque/Synagogue Pupil cohort – multi-faiths The role that we can play so no one is discriminated against.	Look at how further multi-faith visitors can be invited into school. Liaise with SDBE links with other schools in London. Look at matching school with ours. Year 2 pupils have linked with a school in Washington DC, America.
<ul style="list-style-type: none"> An understanding of the importance of identifying and combatting discrimination 	Anti-bullying Charter Mark. Collective Worship themes ICT/E-Safety. NSPCC Awareness assemblies, SEAL – PSHE. Multi-racial community. Ethos/Signs around school. The rights of everyone to be unique, special, and different and the importance of ensuring these rights are respected.	*Combatting – Reinforcing what to do if see/hear discriminatory actions – All year groups – Anti-Bullying Team whole school led assembly. Everyone is unique, special, and different.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: Democracy, Rule of Law, Individual liberty, Mutual Respect, and Tolerance of those with different faiths and beliefs.

At St Peter's CofE Infant School we reinforce these values regularly in the following ways:

Democracy

Children have the opportunity to have their voices heard in school. Before each topic, teachers brainstorm what they intend to learn, and this is evidenced on the medium-term plans. The school also carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also considered when setting new policy such as our Safe use of internet, Anti Bullying and Behaviour. School, Eco and Anti-bullying councillors are elected democratically, voting in each class at the beginning of each year. Pupils also have the chance to vote on charities that the school supports such as Lunchbowl Network and Macmillan Cancer.

Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the SMSC whole school curriculum overview and whole school Collective Worship. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety, Bikeability, Fire safety, Stranger Danger, and the NSPCC.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely.

Children are encouraged to know, understand, and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in.

Mutual Respect

Part of our school ethos and positive behaviour policy has revolved around our Core Christian values such as respect, Resolve, Aspiration and Well-being. Our values are reflected in our school rules, display, newsletters, and website and in the curriculum where opportunities arise. House Captains remind children in their house of good core values of behaviour in school and towards others when visiting classrooms. In our Collective Worships we focus on our Christian values and children are given the opportunity to express their opinion on what these values are like within our school and suggest possible improvements.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through our RE Curriculum. Collective Worship is planned termly to recognise key dates within different faiths and cultures such as Ramadan and Passover. Assemblies are followed up and supported by learning in SMSC and RE. Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

We participate in great British events such as the Royal Jubilee, Royal weddings, Political Elections, Cultural weeks, and Remembrance events. This year we will be focusing on Remembrance and the Legacy of Peace.