



## Spiritual, Moral, Social and Cultural development

July 2022

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. *(Please see our separate report for how SMSC is developed in each area of the curriculum for a concise overview.)*

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, and the impact it has, 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*

## **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 Senior Teacher.**
- **Parental comments and feedback from questionnaires.**
- **Regular discussions at staff and governor meetings.**
- **Audit of policies, Collective Worship planners and all curriculum areas.**
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## **What is SMSC?**

### **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 2021-2022

<p style="text-align: center;">Evidence</p> <p style="text-align: center;"><b><u>Spiritual</u></b></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><b>Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in respect for different people's feelings and values</b></p>	<p><b>RE</b> Curriculum Balance of AT1 &amp; 2 Study of other faiths taken from the 6 principle religions such as Judaism, Hinduism, and the Islamic faith. <b>History</b> - for example Exploring people's motivations. <b>Geography</b> – environmental issues at home and abroad. Higher order questions eg 'What if?' <b>English</b> – 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>'Faith' Christian value: children can clearly communicate their understanding of what Faith is and what this means for Christians. "Believing in God even though you can't see him" SM. Giving clear examples of having Faith: "Faith for all our friends and family" NK. "God will protect us and keep us safe." AK. Children understand that people of different beliefs have faith, but this can be in different things or Gods.</p>  <p>Understanding that others have less but realising the gift of giving and the impact this has for others, and that all communities and people of different faiths support and help each other.</p>  <p style="text-align: right;">Samaritans Christmas Shoe box appeal.</p> <p>Learning about the traditions of Chinese Dance and the beliefs and values that encompass this culture allowed children to see how others draw on their beliefs to inform their practices.</p>  <p>"I learnt that the Chinese Dragon does a special dance compared to the rest. He is friendly and scares away the bad." LL</p>

				 <p>KS1 children were able to talk about the beliefs of the Islamic community and how their values influence their decisions and what they do in daily life.</p>  <p>The year 2 children were able, in follow up learning, to perform and talk about the ritual of Wudu, having practically learnt the movement of washing before prayers. They could explain the importance of this practice for Muslims.</p>  <p>Children can say that Easter is about forgiveness and that Christians believe Jesus died so that 'our sins will be forgiven'. Pupil voice shows that children have a good understanding that Easter is a time for celebration in the Christian calendar.</p>
<p><b>Pupils' sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.</b></p>	<p><b>Science</b> - investigating the world around them.  <b>Outdoor learning</b> and use of local environment          Visits to local gardens of natural beauty. Eg: Wakehurst Place.          Teaching of Philosophy  <b>RE</b> curriculum. Visits to a Mosque and Synagogue for KS1 pupils.  <b>PE</b> – 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.</p>	<p>Playtimes in open rural setting - room to move &amp; 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 2021 Olympics.          Collective Worship held in Peace Garden.</p>	<p>Year group Tea Times          Community Events eg Village Fete, Oxted carnival.          After school clubs such as drama and art.</p>	<p>Exploring the outdoor environment and local area: Children have asked poignant questions, created a hypothesis and tried to answer it or investigate it further, even when they know that they cannot always give a tangible answer.</p>  <p>Appreciating the world around them and giving thanks for the foods we are provided.</p> 

**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.

Show and Tell opportunities  
Guest visitors and children from other local schools.

Being able to use research books to further their investigations and understanding of their local environment.



Having a great understanding and appreciation of Christian events in the church calendar. Exploring the true meaning of Advent, making stain glass windows and Advent wreaths. Appreciating the beauty of the meaning of the Advent candles.



Visiting the Shah Jahan Mosque in Woking was a valuable experience for the KS1 children as it gave them a sense of wonder and thrill learning about the different people who were instrumental in its building and future operations.



The pupils took great delight in learning about the origins of the Easter Bonnet parade and why Christians made and wear Easter bonnets. The school reignited its traditional Easter Bonnet parade enjoyed by parents and pupils alike.



Health and Well-being Week gave all children the opportunity to think personally about themselves, to learn about healthy options and discover what they do or don't like.

<p><b>Pupils' use of imagination and creativity in their learning.</b></p>	<p><b>Music</b> – appreciation and composition  <b>Art and Design/Design and Technology</b> activities eg painting and sculpture  <b>English</b> – Creative writing/Poetry/ Role play, dance &amp; drama Working walls.  <b>PE</b> – Diwali and Easter dance projects.  <b>Outdoor Learning</b> – 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 eg: library summer challenge.  Christmas cards and delivery to local people.  Designing themes that will create a stimulating environment eg: 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>RE: Role playing the story of the Israelites escape from Egypt. Through role play opportunities the children have been able to place themselves in another person's shoes to gain an understanding of how others have felt. This in turn has led to greater reflections and development of sympathy for others.</p>  <p>Thinking carefully about what you would say to someone who hasn't got the same kindness values as you.</p>  <p>Making connections with the world around them and what they can make to replicate the beauty of nature. Having the opportunity to reflect on the magic of patterns in nature.</p>  <p>Year 2 pupils showcasing 'The Lord's Prayer' and designing how each section of the prayer can be portrayed for others to enjoy and understand, as they have done in their own learning journey.</p>  <p>By designing story stones, the year 2 children were able to confidently retell the Easter story in detail, giving an informed overview of Holy Week.</p>
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**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)

Links to our sponsoring of a child for the Lunch Bowl Network.

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.

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><b>Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</b></p>	<p><b>PSHE / SEAL</b> Curriculum <b>RE</b> curriculum <b>History</b> – the treatment of different members of society such as Martin Luther King or Florence Nightingale. <b>Geography</b> – Green belt or housing development? Surveying the use of land against needs of community. Environmental issues – recycle or just throw away? <b>Science</b> – Fair testing. How this can have an impact on findings and looking at the wider consequences of this. <b>ICT</b>- E-safety and use of <b>CEOP button</b>. <b>English</b> – 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>The Big Assembly: children have a greater awareness of the impact of actions and the consequences of right and wrong. Pupils in all year groups could explain what to do if they were worried or needed support to recognise right and wrong either by themselves or others.</p>  <p>Pupils enjoyment of learning about others and trying to replicate this in their own lives. For example, learning about the heroic bravery actions of their great grandparents in the war and wanting to model their acts.</p>  <p>Have a comprehensive knowledge and understanding that the acts of others affect all that we do and recognising the differences between right and wrong when responding to others.</p>   <p>(Role playing different acts of kindness, deterrent, and the difference between retaliation.)</p>

				 <p>The school council thought carefully about the playground, and which rules we should have once the school is fully restored from the summer floods in 2021. The council were engaged and keen to share the new rules with the rest of the school in an assembly. Spring term II. 2022.</p>
<p><b>Pupils' understanding of the consequences of their actions</b></p>	<p><b>PSHE / SEAL Curriculum</b>  <b>Safeguarding</b> themes and scenarios.  <b>RE</b>          Circle time          Other subjects such as <b>PE</b> 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>Setting up of an Anti-bullying team to produce a pupil friendly leaflet for anti-bullying. Establishing buddies to support children to understand the consequences of their actions. Role play – to show/reflect on feelings when someone is unkind, exploring how this feels to be on the receiving end of unkind actions. Children can communicate readily the consequences of actions, be them positive or negative which have a direct impact on others, (whether this is in person or on-line).</p>  <p>- Elfridges.</p> <p>Pupils were able to experience the joy of giving, knowing that their gestures would bring happiness to others. That it is not about receiving but giving that makes a difference in people's lives.</p>  <p>Children are able to explain very clearly the dangers of on-line use and the consequences of unsafe practise on-line. They were very enthusiastic to share their ideas and discuss their knowledge with parents at our E-safety morning.</p> 

				<p>By looking at the school environment pupils are able to explain why we have specific safety features.</p>  <p>During Health and Well-being week, the children showed a great understanding of the foods and choices that make them healthy as well as those that should only be eaten in moderation. They could explain the consequences of making unhealthy choices.</p>
<p><b>Pupils' interest in investigating and offering reasoned views about, moral and ethical issues</b></p> 	<p>Discussion as part of learning in <b>RE/History/Geography and Science</b> – should we be experimenting with new techniques because our natural resources are becoming scarce?      Are we supporting our local producers?      Thinking partners.  <b>Maths</b> – can there only be one way to solve the problem?  <b>PE</b> – should people with disabilities participate in separate sporting events?</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.      Eco council.</p>	<p>School council – debating session organised by TEP Faith group.</p>	<p>Eco Council and work in school: Ability to pose questions and give answers for issues that are affecting everyone. For example, pupils taking actions to recycle in order to stop pollution and waste being disposed of inappropriately. Looking at sustainability of environment – planting flowers and growing vegetables to secure wildlife and stop our carbon footprint.</p> <p>Learning sitting volleyball in PE allowed children to have a sense of what it is like to have a physical disability, but knowing that you can still achieve as much, if not more than an able-bodied person.</p>  <p>(Joining in a Children in Need fitness event, knowing that the funds will help those who, through no choice of their own, require support).</p>  <p>Pupils can explain the impact Fairtrade has on farmers. They have a greater understanding of different foods they eat, and which ones will give a fair deal to the producers of these foods. From this, the school will be looking at a 'FairAware' School and what this will involve.</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><b>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.</b></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. <b>Maths</b> – discussions concerning origins of maths. Why is maths important? <b>PE</b> – safety and pupil understanding of different beliefs/practises when applying rules and instructions. <b>Challenge activities – all curricular areas</b> – 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>Playtimes and socialising with other children post-covid measures: Children from all year groups playing together, negotiating and solving problems as a team.</p>  <p>School ambassadors: Year 2 pupils have shown prospective parents around the school for open evenings, using a range of communication skills to show case the school.</p>  <p>Pupils joining together with members of the local community to hold a teatime and fundraising event for the school, enables them to communicate and use their social skills with people they did not know.</p>  <p>Children demonstrating their respect for others and being placed in different social environments, leading to many very positive comments from the hosts of the visited venue.</p>
<p><b>Pupils' willingness to participate in a variety of social settings, co-operating well with others and being</b></p>	<p>Sharing equipment Negotiating on group tasks Collective responsibility <b>PE</b> – developing own skills but appreciating and praising those of others.</p>	<p>Playground buddies Restorative conversations School Council Roleplay scenarios in Collective Worship – themed weeks. Sports crew.</p>	<p>Tandridge Tea Time Community Events eg: Village Fete, carnival. Transition days to Junior schools. Multi-skills events</p>	

<p><b>able to resolve conflicts effectively.</b></p>	<p>Helping others to 'give it a go'. Understanding that others may not be as willing to take part but simply 'win'. <b>Maths</b> – Problem solving activities that include reasoning and following a line of enquiry. Patience and understanding of the strategies used by others. <b>Science</b> – fair testing and debating the importance of new inventions or initiatives.</p>	<p>Reading rangers. Anti-bullying team.</p>	<p>Music festival Themed mornings – 'Bring your grandparents/dad's to School' mornings.</p>	<p>Using clear communication skills to support and guide their peers to reach a destination safely.</p>  <p>Having the confidence to start up in public to deliver powerful messages to a congregation.</p>  <p>Learning about and then implementing the respectful rules of the countryside, whilst respecting each other.</p>  <p>Sports Day was a fantastic opportunity for the whole community to come together to share the time and know that is it 'the taking part that counts' and not simply the winning-although that is a bonus!</p> 
<p><b>Pupils' interest in and understanding of, the way communities and societies function at a variety of levels.</b></p>	<p><b>RE</b> curriculum Study of other faiths eg festivals of Sukkot and Diwali International themed week <b>Maths</b> – How does maths affect the whole of society nationally and internationally? <b>English</b> – 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><b>RE:</b> Exploring different religious beliefs: developing an understanding of how different faiths celebrate key events of importance in their calendars. For example, comparing and contrasting the festivals of harvest in different communities. Having a growing knowledge and understanding of how people give thanks in different ways, or examining how Christians celebrate the coming of Jesus and prepare during Advent.</p>

				  <p>Demonstrating a clear respect for others and their culture.</p>  <p>Showing how we can all come together to look after our own environment and have respect for the world around us as well as one another.</p>  
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**Next Steps:**

**Green = ongoing.**

**Purple = completed.**

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

Transition days – to new classes and to junior schools – summer 2022.

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

Participate in village fete event- summer 2022

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><b>Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</b></p>	<p><b>Geography</b> - learning about local and wider UK environment. Themed weeks on for example: Olympics/Diwali/Easter Environmental issues- Eco vehicles (<b>Art and Design</b>), International manufacturers.</p> <p><b>Maths</b> – 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.</p> <p><b>History</b> – linked to above, why do countries have these shapes on the flags? Commemoration of WWI and WWII.</p> <p><b>PE</b> – origins of different sports/dance and how they have come to Britain. Yoga, contemporary dance.</p> <p><b>Science</b> – developments come from many different cultures. Look at how we benefit from these through medicines, foods, engineering.</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 2021</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>	<p>Studying other people who have influenced the way in which society operates and being able to see and discuss how one's own actions can have a positive effect on others. For example, studying Ruby Bridges.</p>  <p>Exploring our local history (London) children have been able to make connections between events that happened and shaped the future of their own environment.</p> <p>The children discovered that the Shah Jahan Mosque was built by an orientalist named Dr Gottlieb Wilhelm Leitner. He was born of Jewish parents; it was funded for by a princess and designed by an Englishman. It is the first purpose-built mosque in England.</p>  <p>By learning about the different origins of games such as Baseball children were able to design their own sportswear, learn the rules of the game and play as a team.</p> 

<p><b>Pupils' willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</b></p>	<p>Performances and concerts. Whole school events and celebrations. Explorer's week focusing on <b>maths and science</b> work. <b>Science</b> – inventions and initiatives from different societies. Man on the moon – space themed week. <b>Music</b> appreciation – composers and origins of different music/instruments in lessons and through Collective Worship. <b>PE</b> – trying out new sports and dance activities. Participating in traditional dance – maypole dancing and looking at its origins. – linked to <b>history</b>.</p>	<p>School visits to farms, local gardens, zoos. Visiting authors, artists and poets Visiting guests such as local sportsmen/women. Visits to different faith centres. Chinese dance workshops. Pied Piper theatre company. Use of pupil premium funding for enrichment activities for eligible children. Science Week with workshops.</p>	<p>Range of activities undertaken by pupils outside school Direction by school to particular activities, for example, to visit a museum in London Resources on E-Learning zone on school website. Library summer reading challenges.</p>	<p>Children have the confidence to try new experiences and build up resilience to exploring new experiences:</p>  <p>Children appreciate the importance of reading and taking time to develop their own imaginations through the love of books and reading, whether this is reading to others or listening to stories.</p>  <p>Learning about STEM is an enthusiastic experience for many of our children and they want to share this with the rest of the school by showcasing what they have made. This in turn developed their confidence and experience of speaking in public.</p>  <p>Through the medium of art, the children have a greater understanding of the meaning of Lent and what this means for Christians. They examined and can explain how this can be depicted through different art styles.</p> 
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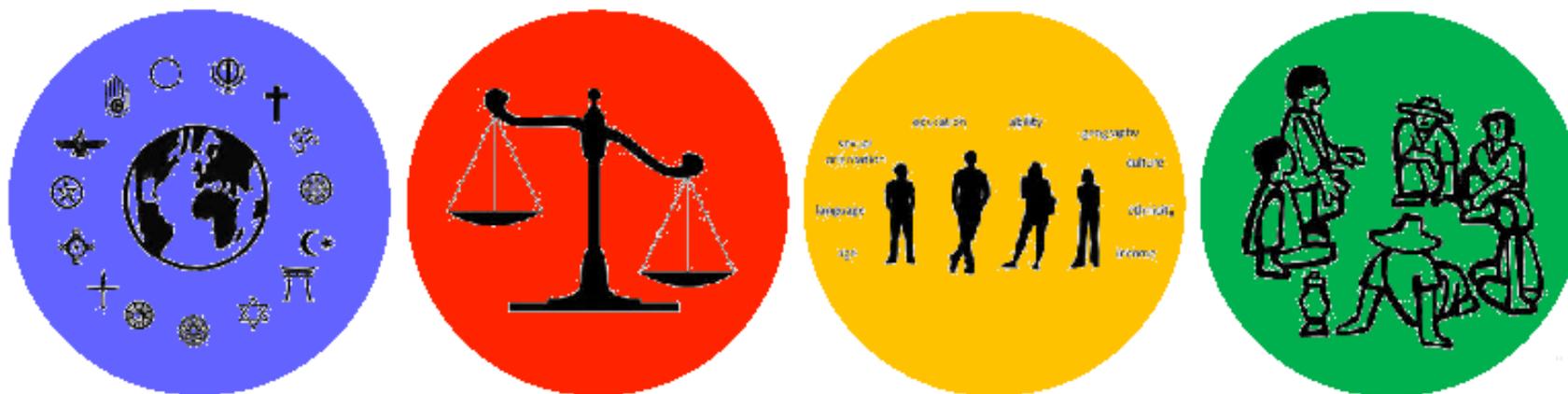
<p><b>Pupils' interest in, and understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</b></p>	<p><b>RE curriculum</b> Study of other subjects e.g. study of countries Mauritius, Australia, Tanzania study of significant people in <b>History</b> 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 <b>English, art and design.</b> <b>Geography</b> – 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>	<div data-bbox="1711 124 1818 316" data-label="Image"> </div> <p>Having a greater awareness of different practises in the community and having respect for other beliefs, knowing that communities are diverse but equal. For example, exploring the different Festivals of Light and what these mean to people of different faiths.</p> <div data-bbox="1671 517 1854 657" data-label="Image"> </div> <p>The power of seeing and experiencing different practices in person had a powerful effect on pupils as they were able to discuss their learning clearly and draw from the personal experiences when recalling facts and details.</p> <div data-bbox="1653 836 1872 1002" data-label="Image"> </div> <p>Celebrating the Queen's platinum jubilee enabled children of all ages to understand what the Queen does, her impact on the modern world and why she is loved and respected by people around the world.</p>
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**Next Steps:**

**Green = ongoing.**

**Purple = completed:**

Visits to Multi-faith centres. Mosque visit. March 2022.



**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)	<b>ACTIONS!</b> 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 2021-2022

Understanding and knowledge expected	What school is doing	Development points/Actions
<ul style="list-style-type: none"> <li>An understanding of how citizens can influence decision-making through the democratic process</li> </ul>	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"> <li>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> </ul>	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"> <li>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</li> </ul>	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"> <li>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	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"> <li>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</li> </ul>	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.
<ul style="list-style-type: none"> <li>An understanding of the importance of identifying and combatting discrimination</li> </ul>	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 taken into account 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 the Queen's Jubilee.