



Spiritual, Moral, Social and Cultural development

July 2023

“The provision for personal development is exceptional and woven through all aspects of the school life. As a result, pupils embrace diversity. They are knowledgeable about different religions, cultures and beliefs. For example, Year 2 visited a local mosque as part of a recent religious education topic. Pupils recognise that not all people have the same views as them. They have access to a rich and wide set of opportunities to be active citizens. For example, as part of the ‘52 lives’ project, they make gifts to send to a person experiencing hardship”

Ofsted Report July 2022. (Personal Development – Outstanding)

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.

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 2022-2023




“Pupils are encouraged to become responsible citizens, who contribute to society. They enjoy taking on leadership opportunities, like being team captains and school councillors. Pupils enjoy participating in the range of clubs available, such as performing arts and football. They relish the exciting educational trips they attend, like Gatton Garden and designing Japanese gardens to learn about patterns in mathematics.”

Ofsted Report July 2022. (Personal Development – Outstanding)

<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 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>Our different enrichment activities allow our children to develop a reflective outlook about the thoughts, feelings, and actions of others. Children can talk confidently about what is important to themselves and others in relation to their values and beliefs. During the 52 Acts of Kindness the children were able to clearly show their sympathy and empathy for other people’s feelings and emotions.</p>  <p>Children have a very clear understanding of the importance of Advent for Christians as they engaged in a special ‘Advent Pause Day’.</p>  <p>Volunteers at the Weybridge Synagogue were overwhelmed by the knowledge and understanding of our KS1 children as they answered questions about the Jewish faith and could make</p>

				<p>connections between what they had learned in class and what they experienced at the Synagogue.</p>  <p>Learning about the traditions of the Easter bonnet and why Christians wore these at Easter church services. All the children participated in this tradition with many excellently handmade bonnet creations. Children can speak about this time and say why and where these traditions stem from.</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 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 eg Village Fete/Friends Funday. After school clubs such as drama and art.</p>	<p>Through the various RE topics, exploring different religions, children are clearly showing their enjoyment and fascination when learning about others. They pose interesting and inquisitive questions.</p>  <p>Nower Wood, where the Year 2 children were inquisitive about the natural habitat around them.</p>  <p>52 Acts of Kindness; learning about the impact of trauma for people and thinking of ways (and then making things) in which to support and help them.</p> <p>Book week gave the children the opportunity and enthusiasm to learn about the different courageous acts of others – Here we have Emmeline Pankhurst</p>

				 <p>Science week allowed children to really think about the impact of recycling and the power of taking care of our environment. Children can discuss eco issues with confidence using examples from the environment around them.</p> <p>St Peter's Patronal day. Children discovered new and exciting artefacts at St Peter's Church. They were able to link prior learning to things that they saw. For example, the Year 2 children were able to discuss Baptism and share their understanding in this area when looking at the font in the church.</p> 
Pupils' use of imagination and creativity in their learning.	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.	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	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>Many learning opportunities enable the children to discover their own inner creativity and look at the wonderful world around them for inspiration.</p> <p>The EYFS children discovering the beauty of Vincent Van Gogh 'Starry Night':</p>  <p>Creating ephemeral artworks from the natural world:</p>   <p>Understanding and appreciating what we can do and make with the wonderful world around us.</p>

				  <p>During our Patronal Service at St Peter's church children showed how they could use their imagination and think about Peter in his fishing boat. They were able to identify and discuss his job and say how they think he would have done/felt as a fisherman. At Gatton park the pupils were highly creative using the natural elements around them to create pictures and complete maths activities with independence and resilience.</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 2022-2023)


Links to our sponsoring of a child for the Lunch Bowl Network. Ambassador Sept 2022

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/other charities– look at how pupils can get more actively involved. Raising money per class.(Teatimes/red nose day/Odd socks for DS)





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 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>The children are very keen to show how and what they do when they recognise actions or events that are either right or wrong. From work in RSE and though our Anti-bullying team, all children can apply their understanding of right and wrong in their own lives. They can clearly express this to others and can demonstrate the correct actions to right a wrong. "Bullying is when someone is hurting another person over time." (Carter) "Bullying can be everywhere" (Tommy) "A friendship fallout is when you say I'll never play with you again but you come back together." (Henry Year2) "Give someone a hug, give them kindness and respect" (Felix Year 2)</p> <p>Members of Faith Groups from St Peter's, Limpsfield and Nutfield schools were able to recognise the injustices of inequality, diversity and Inclusion when exploring this issue through their own eyes and from stories in the Bible. They discussed and created artwork to show how we can change this:</p>  <p>Year 2 pupil leading an E-safety presentation for parents recognising the impact of responsible use of the internet. They posed questions to parents who had to think very carefully about the answers – many of these were tricky to answer and shows that we don't always know the right answer.</p>  <p>Childrens understanding of right and wrong has been seen throughout the year in their behaviours for learning when on school trips. These behaviours have been commented on by prospective parents and the general public when out.</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>From events such as 'The Big Assembly', our Christian Values and other opportunities in daily school life, children are confident to explain the consequences of different actions undertaken. This might be from an Eco perspective; ensuring we recycle, to a behavioural matter when someone does not demonstrate the correct behaviours.</p> <p>The impact of the children participating in a 52 Acts of Kindness was amazing! Children did not stop talking about 'Marge' who they made cards and gifts for. This was to help her celebrate her 100th birthday; as she would have been on her own in a care home. The joy on the faces of the children when receiving a photo of her, was brilliant to see.</p>  <p>It is about the art of giving and the children's clear understanding of 'giving rather than receiving' as seen so readily during 'Elfridges' where children choose, and wrap presents for others.</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? 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>Purple Mash and newspaper 'News Bites'. 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>St Peter's School works closely with the Lunchbowl Network, a charity that supports and sponsors children to go to school in Kenya. As a school we sponsor a child called Hope. Our children can explain very clearly the reasons behind our decision to sponsor Hope and say exactly why she is entitled to a fair education.</p> <p>Through our curriculum offer our children can explain the importance of inclusion and fairness. For example, by participating in sports that are aimed at disabled people, we can see the importance and benefits of these. Why should a person be treated any differently because they have a difference?</p>

				<div data-bbox="1677 95 1845 242"></div> <p>The act of giving and looking after others less fortunate than yourself. This was very evident when Selina from the Lunchbowl Network charity visited the school and children bought many keyrings made by the 'Mamas' from Kibera.</p>
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Next Steps:
Green = ongoing.
Purple = completed.
Fairtrade Fortnight – Fairtrade workshop booked. Look about feasibility of becoming a Fairtrade School. February 2023. ACTION: continue in 2023-2024.

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</p>	<p>St Peter's children are given many roles and responsibilities through their life at school. This impacts of this on their behaviours and ability to use a range of social skills in different settings is evident to see.</p>  <p>Children greeting members of 'Tesco's' in Crawley were confident to interact and receive the award given recently through the Tesco's Blue token scheme.</p>  <p>Reception children having the confidence to read in church for our Easter service. Year 2 children perform the Maypole for both parents and the public at the Village Fete. They learn and understand the different traditions that this stems from.</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'. Understanding that others may not be as willing to take part but simply 'win'. Maths – Problem solving activities that include reasoning and following a line of enquiry. Patience and understanding of the strategies used by others.</p>	<p>Playground buddies Restorative conversations School Council Roleplay scenarios in Collective Worship – themed weeks. Reading rangers. Anti-bullying team.</p>	<p>Tandridge Tea Time Community Events eg: Village Fete. Transition days to Junior schools. Multi-skills events Music festival Themed mornings – 'Bring your grandparents/dad's to School' mornings.</p>	<p>Many of our Year 2 children are ambassadors for the school, confidently showing prospective parents around. Our Faith Group will meet with members of other school Faith groups and can confidently work and socialise with them.</p>  <p>Children in the Early Years class working together to create a harvest soup.</p>

	<p>Science – fair testing and debating the importance of new inventions or initiatives.</p>			<p>Grandparents reading session allowed all children to read with Grandparents or ‘adopt’ a Grandparent for the afternoon.</p>  <p>The new school choir sharing their newly discovered talents having learnt how to play the ukulele and newly learnt songs at our Christmas church service.</p>  <p>Year 2 children showed their excellent behaviour’s and manners when they engaged in a local multi-skills sports tournament:</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 Maths – How does maths affect the whole of society nationally and internationally? 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>Through a workshop with the charity ‘52 Lives – 52 Acts of kindness’, our pupils expressed a clear understanding of how different communities’ can support and work together to change lives.</p>  <p>Children participated in an African drumming and dance workshop where they were able to listen and learn about the history of the drummers. This generated a later discussion whereby children wanted to research more about the country, in their own time.</p>

				 <p>Courageous advocacy: St Peter's children are always keen to show their support of charities and engage with events to raise money for others.</p>  <p>Learning is brought to life as children see for themselves what traditional places are like and how they have adapted to modern life. For example the Year 2 trip to Worthing. Children have a greater understanding of what a place/community looked like and how it functioned.</p>
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Next Steps:

Green = ongoing.




Purple = completed.




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




Transition days – to new classes and to junior schools – summer 2023.

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

Participate in village fete event- summer 2023.bkd.

Evidence CULTURAL	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. PE – origins of different sports/dance and how they have come to Britain. Yoga, contemporary dance. Science – 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</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>Year 2 children have been studying the Great Fire of London. From this they have a greater appreciation of the fire destroyed parts of London, and from this we have different architecture, inventions etc. They understood the impact of the fire when burning their own models in a re-enactment of the event.</p>  <p>Music workshops during science week allowed children to develop and show off their musical skills. The impact of this included a wider understanding of how music can be created from any stimulus.</p>  <p>Being able to play and understand the rules of Baseball having learnt ball and hitting skills in PE and learning all about the traditions and discovery of America in History lessons.</p>  <p>The Year 2 children have developed a greater understanding of different cultural differences as they have become pen pals with children at the Rivers School in America. They have realised for example, that certain words may be spoken and written the</p>

				same but have a very different meaning. They have been able to appreciate the similarities and differences of two countries education and certain traditions.
<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. Explorer's week focusing on maths and science work. Science – inventions and initiatives from different societies. Man on the moon – space themed week. Music appreciation – composers and origins of different music/instruments in lessons and through Collective Worship. PE – trying out new sports and dance activities. Participating in traditional dance – maypole dancing and looking at its origins. – linked to history.</p>	<p>School visits to farms, local gardens. 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>Many of our children are eager to try new experiences. St Peter's school has established a new choir for children to participate in. They will perform for the school at Remembrance and Christmas, to name but a few events.</p>  <p>Having the opportunity to experience a different culture and participate in music making that allows children to see where some traditions such as shanties come from.</p>  <p>All children were willing to experiment and participate in music workshops themed around space in our science week. the children showed their creativity and banished inhibitions as they improvised and created movement sequences.</p>  <p>Learning about the country of Africa inspired the children to think carefully when designing their own African masks, looking at the styles, patterns and details used.</p>

<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>Book choices play an important role in allowing our children to understand and respect diversity. Children made rain sticks as part of their exploration of the book 'Lila and the secret of rain'. Children undertook their own research into the work of the Lunchbowl Network, to see how culturally different going to school in Kenya is to the UK.</p>  <p>The Faith group teams from St Peter's, Limsfield and Nutfield were able to collaborate to send messages to their schools via a 'Diversity Flower'. Throughout the day they had shown a great understanding of EDI.</p>  <p>Through Fairtrade fortnight the children thought carefully about the impact of Fair trade and what would happen if this were not in place. The children were able to present informed arguments for the use of Fairtrade products – as well as taste them!</p> 
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Next Steps:

Green = ongoing.

Purple = completed:

Visits to Multi-faith centres. Weybridge Synagogue visit. February 2023.



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 2022-2023.

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 AB policy for pupils 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/fire brigade. 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.
<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 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 Worship 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.