



St Michael's Easthampstead Cof E Primary School

Spiritual, Moral, Social and Cultural Audit 2024-25

Spiritual Development
Aims
<ul style="list-style-type: none"> • To be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. • To have a sense of enjoyment and fascination in learning about themselves, others and the world around them • To have imagination and creativity in their learning • To have a willingness to reflect on their experiences
Evidence
<ul style="list-style-type: none"> • RE curriculum encompassing a range of world views and religions including Christianity. • Opportunities to respond to learning in RE in a range of forms including art, literacy and drama. • New PSHE curriculum better reflects the needs of the children and offers a more diverse range of lessons. • Assemblies and school worship follow a planned set of themes linked to school values. • School marks and celebrates religious festivals from a range of faiths. • Responses from children in assemblies are thoughtful, tolerant and show a loving attitude towards others. • Celebration assemblies for pupils highlight excellent behaviour and attitudes. • Nurture groups and wellbeing exercises are a regular feature of daily life in all classes, including physical brain breaks and silent reflection. • Outdoor experiences, music and quiet are used to aid reflection • Spacemakers stilling, dwelling exercises embedded. • Half termly eucharistic service held at church
Impact
<ul style="list-style-type: none"> • Children can articulate that not everyone is the same and that this is ok. • Children can explain what they do when they feel upset or anxious and identify adults who can help them. • Children feel safe in school. • Children who struggle with SEMH regulation have access to strategies and spaces to aid regulation.

- Feedback from staff is how well the children respond to the stilling and dwelling exercises in class worship.
- Eucharistic services are contemplative times of quiet. Children participate well.

Moral Development

Aims

- To be able to **distinguish between right and wrong** and to **respect the rule of law**.
- To understand the consequences of their behaviour and actions
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- To be able to understand the viewpoint of others on ethical and moral issues.

Evidence

- RE curriculum explores themes of world views and the impact of belief on actions.
- Worship themes look at injustice, inequality and famous agents of change.
- School behaviour policy
- Behaviour expectations shared with all stakeholders.
- Rewards for attitude and behaviour.
- Celebration assemblies
- E Safety training emphasises the need for respectful behaviours online.
- AntiBullying initiative
- The Den resource for children with SEND. Giving children what they need.
- Trauma informed training for staff
- Subject Ambassadors contribute to subject monitoring
- Leadership opportunities in place including sports leaders, reading buddies and year 6/Acorns buddies.
- New PSHE curriculum resource.
- Class texts reflect a range of viewpoints and introduce ethical and moral dilemmas eg. Pig-Heart boy.
- Participation in sporting competitions builds sense of responsibility and justice.

Impact

- Behaviour in lessons is good
- Children work with staff to reflect on their behaviour and consequences following incidents of poor behaviour.
- Class charters and expectations are discussed and agreed at the start of every year.
- Children's opinions are canvassed through subject ambassadors, anti-bullying leaders and regular pupil conferencing.

Social
Aims
<ul style="list-style-type: none"> • To use a range of social skills in different contexts, including working and socialising with pupils from a range of ethnic and socio-economic backgrounds. • To be willing to participate in a variety of communities and social settings, including volunteering, cooperating with others and being able to resolve conflict effectively. • To have an acceptance and engagement with the fundamental British values and democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. • To develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain.
Evidence
<ul style="list-style-type: none"> • RE Curriculum • School councillors • Subject Ambassadors • Sports leaders • Reading buddies • Year 6/Acorns buddies • PSHE curriculum • Learning behaviours including talk partners, group and paired work. • Participation in sports competitions • Participation in the young Voices project and other musical events • Embedding of school values including respect and kindness. • School vision of “going above and beyond” for others and themselves.
Impact
<ul style="list-style-type: none"> • Positive and supportive school ethos, reported by parents and staff. • Children know and articulate the expectations and can explain how these are lived out. • Children can explain that people are different but that’s ok. • Children build effective friendships. • Behaviour is managed in a restorative way with children required to consider the impact of actions on others.

- School councillors and house captains are voted for democratically.
- Children show empathy to others and look after others.
- Children are consulted on many aspects of school life.
- Children enjoy roles of responsibility.

Cultural

Aims

- To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- To develop a sense of belonging to pupils' own culture
- To challenge opinions or behaviours contrary to British Values
- To share and respect diverse cultural traditions.

Evidence

- Range of educational and residential visits and visitors to school
- Celebration of British and Global Culture through events such as Queen's jubilee, Coronation and its links to the Commonwealth, Poppy appeal, major international sporting events.
- Assembly and Worship themes include experiences from a range of cultures.
- RE curriculum fosters learning about other faiths and world views.
- New PSHE curriculum includes units on citizenship.
- Behaviour policy rooted in school values.
- Learning focus on history for other cultures eg Windrush.
- School performances to adults
- Whole school attendance at local pantomime.
- Drama performances brought in to school.
- Attendance at music performances with Ranelagh.

Impact

- Pupils have opportunities to learn about different cultures
- School is an inclusive, welcoming place for all
- Children participate in showcasing their talents to larger audiences.
- Children participate in a variety of extra-curricular activities.
- Participation in sporting competitions builds sense of responsibility and justice.
- Children experience the talents of others and are exposed to the experts from all cultures and genders.

