

Mottram CE Primary SMSC Audit

Spiritual Development

The spiritual development of pupils is shown by their:	Current Provision: Activities/Resources Identify what is happening in school	Evidence of Impact (Qualitative, Quantitative)	Possible Areas for Development
Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	<ul style="list-style-type: none"> • Peer assessment and reflection • Constructive marking comments • Rich curriculum encompassing values and beliefs of other religions • School mission statement and ethos • High expectations of pupils and staff • Assemblies • Pupil voice • Class worship • RE lessons • School website • British values • Liaisons with faith groups • 	<ul style="list-style-type: none"> • Book scrutiny • Marking giving clear targets • Challenging marking • Constructive criticism • Learning walks • Art work • Display • Positive behaviour towards each other • Tolerance of different opinions and beliefs 	<ul style="list-style-type: none"> • More visits and visitors
Sense of enjoyment and fascination in learning about themselves, others and the world around them	<ul style="list-style-type: none"> • Pupil embracing the lead on worship • religious visitors • Class projects eg Sikhism • Celebration of religious festivals 	<ul style="list-style-type: none"> • children challenging their own thoughts and beliefs • curiosity and engagement, learning about different religions • appreciation of other cultures 	<ul style="list-style-type: none"> • Whole school celebration days
Use of imagination and creativity in their learning	<ul style="list-style-type: none"> • Presentation of work • Research skills • Collaborative work • Class presentation 	<ul style="list-style-type: none"> • Range of work produced in lessons • Debates/pupil voice • Presenting thoughts and ideas 	

Moral Development

The moral development of pupils is shown by their:	Current Provision: Activities/Resources What is happening in school?	Evidence of Impact (Qualitative, Quantitative)	Possible Areas for Development
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	<ul style="list-style-type: none"> • SEAL resources • School motto • School vision and ethos • Class code of conduct • Promotion of critical thinking eg conscience Alley • Use of resources and stimuli • Collective worship and assemblies • Projects to develop moral awareness eg that's not my hat • CPD for staff and stakeholders to develop community ethos and vision • Celebration of successes 	<ul style="list-style-type: none"> • Themed days and work produced • Assemblies to intentionally develop moral awareness eg bullying • School buddies • Charity work locally/nationally • Visioning days • Governor visits • OFSTED report • Positive feedback from visitors regarding behaviour, respect and positive values • recognition of achievement especially in sportsmanship 	<ul style="list-style-type: none"> • Purchase P4C
Understanding of the consequences of their behaviour and actions	<ul style="list-style-type: none"> • Few incidents of bad behaviour • Involvement in making the class code of conduct • Work with the police on community programme and crucial crew 	<ul style="list-style-type: none"> • Understanding of consequences • Ownership of own rules • Desire to succeed • Better understanding of what constitutes crime and the law 	
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	<ul style="list-style-type: none"> • Genuine interest in exploring reasons for attitudes and behaviours 	<ul style="list-style-type: none"> • Mature and considerate approach to others and tolerance 	

Social Development			
The social development of pupils is shown by their:	Current Provision: Activities/Resources What is happening in school?	Evidence of Impact (Qualitative, Quantitative)	Possible Areas for Development
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	<ul style="list-style-type: none"> • SEALs • Lesson observations • Playground • Paired work • Team work • Lessons to deliver social skills • School council • Pupil leadership • After school clubs 	<ul style="list-style-type: none"> • Good social skills observed in lessons • Good playground behaviour and during unstructured time • Tolerance, patience and understanding • Ability to take on different roles in a group • Pupils gathering the opinions of their peers to represent on their behalf • 	<ul style="list-style-type: none"> •
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	<ul style="list-style-type: none"> • Community work 	<ul style="list-style-type: none"> • Work within the community • Prefects/buddies • Sportsmanship and teamwork in clubs/dance 	
Acceptance and engagement with the fundamental British values of: democracy,	<ul style="list-style-type: none"> • Debating skills • Electing team leaders 	<ul style="list-style-type: none"> • Ability to put a view forward and listen to another's that may conflict • Voting for team leaders and volunteering as candidates 	
Acceptance and engagement with the fundamental British values of the rule of law,	<ul style="list-style-type: none"> • Knowledge of the police and other law enforcement agencies • Respect for rules • Understanding of consequences 	<ul style="list-style-type: none"> • Lessons, books visual resources, local police visits, crucial crew • Codes of conduct/ethos • Understanding of consequences and forgiveness 	

<p>Acceptance and engagement with the fundamental British values of individual liberty</p>	<ul style="list-style-type: none"> • Developing pupils understanding of freedom for all • Charity work 	<ul style="list-style-type: none"> • Ks2 topic work • Assemblies to promote save campaigns 	
<p>Acceptance and engagement with the fundamental British values of mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> • Lessons • Curriculum • Visual aids and resources • visitors 	<ul style="list-style-type: none"> • assessment • book scrutiny • attitudes and behaviours • 	<ul style="list-style-type: none"> • More external visits and visitors

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Cultural Development

The cultural development of pupils is shown by their:	Current Provision: Activities/Resources What is happening in school?	Evidence of Impact (Qualitative, Quantitative)	Possible Areas for Development
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	<ul style="list-style-type: none"> • Starting with Early years curriculum to teach an understanding of roots and where you come from 	<ul style="list-style-type: none"> • Long term plan and basis to start from at child's level of understanding 	
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	<ul style="list-style-type: none"> • Broad curriculum to address culture in Britain and the world • Learning walks • Celebrations of diversity 	<ul style="list-style-type: none"> • Assessment • Projects • Discussions • Knowledge and understanding • Long term planning • Community walks, pictures, displays 	
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> • History taught • Assemblies • Voting systems adopted 	<ul style="list-style-type: none"> • History LTP • Current affairs eg espresso/newsround • Secret ballot • Candidate speeches 	
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	<ul style="list-style-type: none"> • Cross curricular links • Music • Inspirational people in the world • Topics to promote equality 	<ul style="list-style-type: none"> • Art from different cultures and religions • Musical performance to reflect cultural songs and instruments 	

