

**Jayne Neveu**

**Head Teacher Updated September 2021**

**SMSC – Developing Spirituality**

**SMSC – Helping pupils become morally aware**

**SMSC – Developing Pupils' Social skills**

**SMSC – Developing Pupils' Cultural**

**Development**

*Vision:* **Learning and living as children of God**  
(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)

## SMSC – Developing Spirituality      Coverage/Locating evidence      R - Y6

<i>Developing spirituality</i>	Whole school	Class/year group (RE/PSHE/Discrete or specific etc)
<p>■ 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</p> <p>▣ sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>▣ use of imagination and creativity in their learning</p> <p>▣ willingness to reflect on their experiences.</p>	<p>School rules – high expectations for behaviour including zero tolerance of bullying. Class discussions and opportunities for well being during COVID epidemic</p> <p>School prayer – said in worship Hymns and or Lord's prayer said in assembly.</p> <p>Lunchtime prayer – formal Grace End of day prayer said in each class</p> <p>Prayer Space Day October 2015 Prayer Space Day autumn 2016 prayer Space Day Spring 2018 prayer Space Day Spring 2019</p> <p>Diwali celebration 2016, 2017 and 2019</p> <p>Chinese New year celebration January 2017, Spring 2018 and 2020</p> <p>Child led worship</p> <p>Spiritual garden reflection for child who died in summer 2016 – lighting of scented candles and discussions/reflections Visited Spiritual Garden during COVID return</p> <p>Filmed School worship to share good practise with other schools – Oct 2016 (Sian Vickery Glos Diocese)</p>	<p>All classes discuss to ensure pupils are given the opportunity to choose the rules they think best and to take responsibility for implementing them.</p> <p>Children wrote and talked about their experiences and buried a 'Time Capsule'</p> <p>School Values and reflection in all classes and prominent in Spiritual Garden</p> <p>Whole School visit to Nature in Art Summer 2021 for a spiritual day creating art reflecting nature and thoughts of the pandemic – rainbow pebbles</p> <p>Values trees displayed and used in each classroom and centre area of worship. All classes now have RE working walls where children can share questions and answers on spirituality 2015-16 and 2016-17, 2017-18, 2019-20, 2020-21 All classes have lit trees with opportunity for children to write prayers relating to the values of our school on. Crucifixes are in each room.</p> <p>Plans are starting to be highlighted in red where there is evidence of SMSC <b>across the curriculum to make explicit.</b> <i>'Opportunities to promote spiritual awareness are embedded within the curriculum; as are opportunities to use the new spiritual garden Page 2 within the curriculum and by children at playtime who say</i></p>
JN/ Sept 2021		

	<p>Black History Month Dec 2018 and November 2019</p> <p>Working with the Christianity Project to support Glos syllabus</p> <p>CP embedded in school and assessment in line with other subjects</p> <p>HATE Crime weeks – annually and follow up opportunities throughout the year</p>	<p><i>they recognise it as a ‘peaceful’ place. Relationships at all levels and particularly amongst children are rooted in Christian values in action and are outstanding’</i>. SIAMS March 2016</p> <p>Leaving assembly at the end of the year where children and parents/visitors share in celebration of the life of the children throughout school. These worships and celebrations were recorded during lockdown to deliver to all.</p> <p>Rules of E-safety shared during the first computing of autumn term and reiterated through the year. E-safety lesson taught at the beginning of each term to focus on a very specific aspect of being safe on-line as well as how to behave appropriately on-line. SWGFL Digital Literacy resources used. Children in class 3 have had ‘You Think You Know’ workshop (safeguarding – internet)(December 2016) and Spring 2017, December 2017) Online safety talk Spring 2018 and Online safety evening for parents Summer 2018 and autumn 2019 Children in Year 3 nad 4 had ‘In the Net’ production for keeping safe online.</p> <p>Click visit to Police HQ Aut 2018 – keeping safe online. Police Visit for Online Safety January 2019 and Aut 2019</p> <p><i>The quality of children’s spiritual awareness promoted by collective worship and the school’s distinctive Christian character has a strong impact</i></p>
--	--	--

		<p><i>on the whole life of the school SIAMs March 2016</i></p> <p><i>Individual learners are nurtured as children whom God loves and cares for.</i></p> <p>Values Reflections Journals completed at the end of every term for children to reflect on how the value for the term has impacted on them. (candle, window, mirror, door)</p> <p>Child-led class assemblies on Values themes</p> <p>Values awards each week nominated by staff and children. Photographed and put on values tree each week. Building Learning Power introduced in Sept 2016 is encouraging learners to learn through thinking and reflecting this has been developed and used even more during the COVID period where children have looked to be resilient.</p> <p>Prayer Space Day October 2015 ,2016 and 2018</p> <p>Move it up day July 2016 ,July 2017, 2018 and 2019. Also completed during safe Bubbles in COVID period.</p> <p>Final sharing assembly end of term celebrations</p> <p>Story of The Creation created in school</p> <p>Big Frieze displayed in hall to depict the journey through the Bible</p> <p>Creation of hangers depicting the school values linked to the stories from the Bible</p>
--	--	---

		<p>Creation of crosses to reflect our values in school</p> <p><b><i>‘Pupils’ spiritual, moral, social and cultural development is outstanding and pupils demonstrate an excellent understanding of British values. Pupils learn about democracy through the ‘Parliament’ workshops and by electing their councillors and sports leaders. They talk with pride about the responsibilities they undertake and their contribution to the school community. Pupils demonstrate their feelings of spirituality and their sensitivity and empathy to others in remarkable ways. For example, they created a memorial in the school’s spiritual garden for a former pupil who died.’ Ofsted Outstanding Jan 2018</i></b></p> <p><b><i>Pupils talk respectfully to staff and to each other. They show good empathy, particularly toward pupils who have SEN and/or disabilities. They demonstrate in their care for each other a clear understanding of equality Ofsted Outstanding Jan 2018</i></b></p> <p><b><i>Whole school/community development of the new school vision – Spring 2019 – shared with monitoring inspector during SIAMs monitoring 2019</i></b></p>
An awareness and understanding of their own and others beliefs	<p>Recognition of events for the religions/faiths</p> <p>Resource boxes from Resource centre (Glos) used to underpin awareness.</p> <p>British Values</p> <p>Visit to Mosque , Gloucester Feb 2020</p>	<p><b><i>Class coverages of Judaism, Aspects of Islam and Hinduism</i></b></p> <p><b><i>Diwali Week 2016, 2017,2019</i></b></p> <p><b><i>Chinese New Year Jan 2017 &amp; Spring 2018</i></b></p> <p><b><i>Planning and assessment (see books and</i></b></p>

		<i>assessments )</i>
A respect for themselves and for others.	<p>Core element of the schools ethos – behaviour policy is implemented as a consequence of deviation excellent behaviour.</p> <p>Playtime buddies Playtime Leaders and Sports Leaders Year 6 Common Room opportunities</p> <p>HATE Awareness week Spring 2019 and Aut 2019</p> <p>Refugee week summer 2019</p>	<p>Reception – discussion of special events. Anti Bullying week – Good To Be You (2016) Anti Bullying week - 2017 All Different all Equal Anti bullying week 2018 – choose respect Anti bullying week aut 2019 – Change First Children help to create classroom rules Friendship bench Spiritual garden</p> <p>Y6 Sex and Relationships education RSE statutory guidance shared with parents June 2020 and coverage of curriculum and policy PSHE Mental Health Programme – Sometimes My Brain Hurts Much support for children and parents during COVID via leaflets Change For Life Mindfulness Yoga</p> <p>PETs – Please, Excuse Me, Thanks you embedded in everything. Year 6 garden and development of spiritual area in memory of past pupil 2018</p> <p>Class visit to a mosque in June 2016</p> <p><b><i>‘Pupils’ behaviour, levels of concentration and respect for each other are exemplary. They take great pride in their work’. Ofsted Outstanding Jan 2018</i></b></p>

		HATE awareness focus in school for a week 2019 Refugee week Summer 2019
A sense of empathy with others, concern and compassion	<p>Charity/Fundraising work Harvest – food bank contribution Enterprise – Red White Blue Day Bubble Room Christmas box Rain forest preservation Monies raised for Birmingham Children’s hospital for Monies raised for HB – Children in Need Dec 2016 and later in 2018 after he had passed away Chrisitan Aid – Christmas Jumper Day</p> <p>Ovarian cancer awareness – linked to a family in school summer 2019 Well-being Days Fruity Fridays – run by the School council Class 1 and Class 2 wrote to the Prime Minister summer 2021 to lobby for environment improvement and sustainability</p>	<p>Circle times to discuss feelings Use of stories/puppets to show emotions. Cake sales Well being sessions in classes – circle time Well being sessions – Bubble Room time and adventures</p> <p>Support for each other shown at PGL</p> <p>Money raised for HB for Birmingham Children’s hospital July 2016 – retiring collection at end of Summer show Readathon money raised for child who had recently passed away in school – Sept 2016 Children in Need fundraising Oct 2016 Teams 4 U – shoebox appeal for Romanian children – Christmas 2016-2018 and Christmas 2019 Dogs Trust Fundraising 2016 Lifeboat fundraising July 2016 Macmillan Coffee morning Sept 2018 Minutes silence and time for reflection to mark the tragedy of Glenfell Tower 2018 Visit from Paralympian – footballer 2018 Ovarian cancer charity fundraising linked to a family in school summer 2019 Children contributed to fundraising of a child seriously injured in school, who was doing a sponsored walk, to raise money for the air ambulance and emergency response teams 2021</p>
An increasing ability to reflect and learn from this	Opportunities are given to pupils to think through	Critical sandwich marking (Sept 2015 - ongoing)

reflection	<p>their decisions and actions. Identifying what they would do better next time, should a similar issue become apparent.</p> <p>Reflection linked to worship</p> <p>Child Led Worship – used for training other schools countrywide (November 2016 – filmed by Diocese)</p>	<p>Target discussions</p> <p>Class reflection area</p> <p>Circle time</p> <p>Opportunity to reflect on visits or special days RE</p> <p>Class worship reflection (see class worship books Sept 2015_ - ongoing)</p> <p>School worship reflection (see HTs worship books Sept2015 - ongoing)</p> <p>Values Reflections Journals</p> <p>Responses to teacher marking</p> <p>Identifying own next steps in learning</p> <p>DT, Science, Art- plan, develop, evaluate method of learning and investigating- see books (integrated task books – ongoing)</p>
<i>An ability to show courage and persistence in defence of their aims, values, principles and beliefs</i>	<p>School council</p> <p>British Values</p>	<p>Literacy: role play/debate</p> <p>sharing activities and turn-taking</p> <p>Story talk discussion about characters in stories</p> <p>Maths problem solving tasks embedded in each unit – Do it, Twist it Solve it'</p>
<i>A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination</i>	<p>Informed and encouraged through assemblies</p> <p>See questionnaire results – parents and children 2019 (aut)</p> <p>PrayerSpace 2015 and 2016, 2018</p>	<p>Open The Book Woprship</p> <p>Class discussions related to subjects</p> <p>Worship</p> <p>Prayer Space Oct 2016 and Spring 2018, 2019</p> <p>Visit from paralympian basket ball player (wheelchair basket ball demonstration – assembly)</p>
<i>Pupils have an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for</i>	<p>Members of staff act as role models in their day-to-day working.</p>	<p>Every child learning a musical instrument</p> <p>Regular Residential trips</p> <p>Day trips</p>



<i>mystery, paradox and ambiguity</i>	<p>Trips out help to inspire pupils and provide them with a range of meaningful experiences inducing that of nature, i.e. walks to local area.</p> <p>Nature quizzies (competitively)  Cheltenham Music Festival Spring 2017  Science Festival Summer 2017  Art Day – Wallsworth Hall 2018  Art Day 2019 – Nature in Art</p> <p>Music lesson/ tuition – Recorders EYFS and KS1 Jan 2020  Brass instrument tuition whole class, Spring 2020 and summer 2020</p>	<p>Spiritual Garden  Year 6 garden  Henry Bromberg memorial plaque July 2017  Nature in Art trip summer 2021 to create beauty for the Spiritual Garden in school</p> <p><b><i>‘Pupils’ spiritual, moral, social and cultural development is outstanding and pupils demonstrate an excellent understanding of British values. Pupils learn about democracy through the ‘Parliament’ workshops and by electing their councillors and sports leaders. They talk with pride about the responsibilities they undertake and their contribution to the school community. Pupils demonstrate their feelings of spirituality and their sensitivity and empathy to others in remarkable ways. For example, they created a memorial in the school’s spiritual garden for a former pupil who died. Ofsted Jan 2018</i></b></p>
<i>A respect for insight as well as for knowledge and reason</i>	<p>Give pupils insight into the world of work  On going Enterprise opportunities – all children ran enterprise workshops for the Christmas Fair 2016, 2017, 2018 and 2019  Lloyds bank visit – money matters and understanding spending and saving Aut 2018 and 2019</p>	<p>Valuing personal opinions, circle time.  High profile enterprise and reason behind being entrepreneurial  <i>Learning has become much more ‘alive’ and linked to everyday life. For example, the regular ‘enterprise’ projects involve pupils in market research, completing tally charts, working out costings and using their writing skills to draft reports. This particularly challenges the most able and enables them to extend their learning. HMI monitoring visit July 2016</i></p>
<i>An expressive and/or creative impulse</i>	Through the arts, including drama activities and	Performing in the community and for the

	<p>music</p> <p>Choir opportunities</p> <p>Singing opportunity</p> <p>Drama opportunities</p> <p>School performances</p> <p>Art/DT club</p> <p>Prayer writing opportunities – spiritual garden</p> <p>School Mosaic</p> <p>Home/School board</p> <p>Dance Classes for Spring 2019 focusing on countries from around the world</p> <p>Whole school learning of a musical instrument 2019-20</p> <p>IsingPOP 2018 and Spring 2020</p> <p>Whole school art day – creating tiles of religious symbols</p> <p>Achieving the Reaction Award 2021</p>	<p>community</p> <p>See RE book (HT) for comments from audience Dec 2016</p> <p>English curriculum which encourages children to see themselves as writers rather than children who do writing.</p> <p>Chn encouraged to get point across in any means they see necessary</p> <p>Chn acting out story</p> <p>Whole school community mosaic project to celebrate 50 years on school site. All children/staff/community invited to school to create mosaic.(summer 2016).</p> <p>Creative Computing curriculum – designing own apps</p> <p>Creative Dance Spring 2019 – whole School Sculpture day contributing towards our REaward 2021</p> <p>Nature in Art visit summer 2021</p>
<p><i>An ability to think in terms of the ‘whole’ – for example, concepts such as harmony, interdependence, scale, perspective</i></p>	<p>Whole school drive towards special days –Maths</p> <p>Adventure days and Den building activities</p> <p>Mile A Day introduced September 2016 and ongoing</p> <p>Big Mile a Day Aut 2019 with county wide schools</p>	<p>Subject days</p> <p>Maths week – Orienteering linked to sports</p> <p>Subject Weeks – DT week, Art week. All building up to a final high quality outcome</p> <p>Mile A Day has encouraged all to have time out to think and refresh ready for next part of the day but also to combat obesity in children</p>
<p><i>An understanding of feelings and emotions, and their likely impact.</i></p>	<p>Addressed in whole school assemblies, class assemblies and PCHSE/SEAL</p> <p>Opportunities for children to visit new class before they become part of that next year group.</p>	<p>Circle time</p> <p>PSHE /RE – coverage teaching</p> <p>Bible stories</p> <p>‘worry slip’ who would the children talk to?</p>

	<p>Sunshine Club opportunities</p> <p>Bubble Room Time opportunities</p> <p>Well-being and Mindfulness in all classes</p> <p>Pets as Therapy – regular opportunities</p> <p>Build Happy – lego club</p>	<p>‘Shunt up’ sessions – summer</p> <p>Workshop days for parents worrying about transition to other classes (aut terms)</p> <p>Sometime My Brain Hurts Mental Health Programme</p> <p>Singing bowls introduced Spring 2019 to develop Mindfulness and opportunity to be still</p> <p>Y6 Sex Education</p> <p>Mental health</p> <p>Bubble Room</p> <p>Values class assemblies</p> <p>Henry Bromberg memorial plaque July 2017</p> <p><i>‘Opportunities to promote spiritual awareness are embedded within the curriculum; as are opportunities to use the new spiritual garden within the curriculum and by children at playtime who say they recognise it as a ‘peaceful’ place. Relationships at all levels and particularly amongst children are rooted in Christian values in action and are outstanding’. SIAMs March 2016</i></p>
--	---	--

#### Monitoring Comments- evaluating the success of what is being provided

Phase 1 Action: Build on opportunities and use Spiritual garden for variety of opportunities

*Vision:* **Learning and living as children of God**  
(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)

SMSC – Helping pupils become morally aware

Coverage/Locating evidence

R- Y6

	Whole school	Class/year group (RE/PSHE/Discrete or specific etc)
<ul style="list-style-type: none"> <li>■ <b>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</b></li> <li>■ <b>understanding of the consequences of their behaviour and actions</b></li> <li>■ <b>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.</b></li> </ul>	<p>Rules on the playground Structured games/activities partly funded through sport premium Sports Leaders Exploring the new Christianity Project Opportunities for Child led Worship ( training video made by Diocese to demonstrate excellent worship for other schools countrywide Nov 2016)</p>	<p>Rules in class – discussed and made by classes</p> <p>RE: Rules within religions such as the 10 commandments in Christianity. All classes are now developing aspects of the new Christianity Project</p> <p>Looking at books with stories about characters that follow/break rules and the effects on others. Friendship bench</p> <p><i>The quality of children's spiritual awareness promoted by collective worship and the school's distinctive Christian character has a strong</i></p>

		<p><i>impact on the whole life of the school SIAMs March 2016</i></p> <p>Discussions and reasoned debates arising from issues in texts e.g. How to Live Forever;</p> <p><b><i>The school's work to promote pupils' personal development and welfare is outstanding. Ofsted Jan 2018</i></b></p>
<i>Pupils have a confidence to act consistently in accordance with their own principles</i>	Pupils who demonstrate examples of poor behaviour/ breaking rules are provided with a consequence (behaviour policy).	<p>Circle time discussions</p> <p>children are given the opportunity to discuss consequences.</p> <p>Writing names on the boards around school identifying children who have 'demonstrated our Values'</p>
<i>Pupils have an ability to think through the consequences of their own and others' actions.</i>	<p>Worship</p> <p>Circle Time</p> <p>On line Safety</p>	<p>PSHE LESSONS</p> <p>Pupils offer solutions to issues they have been a part of. Pupils respect property and the environment around them. (Every class has a paper recycle bin).</p> <p>Year Six Garden</p>
<i>Pupils have a willingness to express their views on ethical issues and personal values</i>	<p>Worship</p> <p>Pupils continue meetings such as School Council</p> <p>British Values teaching across curriculum</p> <p>HATE crime weeks</p> <p>Anti Bullying weeks</p>	<p>Pupils feel confident to offer their views openly to teachers</p> <p>Discussion of democracy during British Values and other curriculum discussions</p>
<i>An ability to make responsible and reasoned judgements on moral dilemmas</i>	<p>Worship</p> <p>Open The Book Assemblies</p>	<p>Reception – problem solving activities. Pupils provided with the time to sort problems for themselves before an adult intervenes.</p>

		<p>Problem solving opportunities in classes Discussions following OTB assemblies Time Capsule – COVID 2021 return</p> <p><i>The school's Christian values of friendship and respect have a good impact on children's outstanding relationships, personal development and well-being SIAMs 2016</i></p>
<i>Pupils have a commitment to personal values in areas which are considered right by some and wrong by others</i>	<p>RE curriculum Spread the Happiness (playground rewards)</p>	<p>RE – general focus on right and wrong.</p> <p>RE Faith/religious related routines and practices such as fasting? Wearing specific items of clothing/jewellery.</p> <p><b><i>'Pupils understand very clearly what constitutes bullying. They say that poor behaviour or bullying seldom happen, though they have complete confidence in staff to sort out any problems quickly and effectively.'</i>Ofsted Jan 2018</b></p>
<i>Pupils have a respect for others' needs, interests and feelings, as well as their own.</i>	<p>'Worship Theme planner' for the academic year.</p> <p>Playtime - role models – Playtime buddies</p>	<p>Welcoming new pupils in assembly</p> <p>Pupils are very friendly and helpful to one and other. This has been observed on numerous occasions where pupils have been on trips.</p> <p>Support shown for each other on residential trips and at sporting events.</p>
<i>Pupils have an understanding of the need to review and reassess their values, codes and principles in the light of experience.</i>	<p>Worship Value trees</p>	<p>Circle time Self-assessment – pupils required to self-assess regularly across the curriculum.</p>

	Spiritual garden Class worship PE sports/games/visits/competitions Visiting Speakers from Cheltenham Football Club and the talk on 'Fairness' May 2017	Children have the opportunity to reflect and evaluate on worship topics Competitive sports opportunities give children time to experience showing their values and demonstrating their understanding in light of these experiences. <i>'Pupils undertake a wide range of responsibilities very sensibly and with great pride. House captains, lab technicians and school councillors carry out their duties conscientiously and develop excellent leadership skills. This prepares them extremely well to be responsible citizens of the future.'</i> Ofsted Jan 2018
--	--	---

**Monitoring Comments-** evaluating the success of what is being provided

Phase 1 action: Continue to build on profile of School Council and continue to develop both Sports Leaders and Playtime Buddies

*Vision:* **Learning and living as children of God**  
*(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)*

**SMSC – Developing Pupils' Social skills**

**Coverage/Locating evidence**

**R – Y6**

	Whole school	Class/year group (RE/PSHE/Discrete or specific etc)
<p>■ 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</p> <p>■ 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</p> <p>■ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Pupils are given many opportunities to develop their social skills in a range of contexts. Pupils visit concert/performance halls, churches and other places of worship. Pupils represent the school at competitions and tournaments. The school fosters a strong sense of community. Various groups of children are tracked on planning to ensure this is effective including pupils identified as EAL/EMA/FSM/SF etc. Data is analysed to ensure pupils are given the same access to learning as any other group represented in the school in both core and foundation subjects.</p> <p>Queen Elizabeth 11 Day September 2015 (see BVs books)</p> <p>Coffee Morning fundraising for breast cancer</p> <p>Supporting Military families – fundraising day</p> <p>Pudsey Bear fundraising day – dress as a hero (HB from class 2 took part in TV show).</p> <p>Raising money for Children in Need aut 2016 – in memory of HB</p> <p>Raising money for Readathon – in memory of HB Aut 2016</p> <p>KS2 visit from Parliamentary Education - Debating workshops June 2017</p> <p>Visit from Mr Laurence Robertson – aut 2019</p> <p>Raising money for the Worcs air ambulance - 2021</p>	<p>Harvest festival in church</p> <p>Reception regularly hold parent/child workshops which successfully fosters a strong sense of community.</p> <p>House lead opportunities</p> <p>Choir</p> <p>New beginnings/accepting differences</p> <p>Show and Tell – EYFS</p> <p>Lunchtime activities</p> <p>behaving appropriately in a place of worship.</p> <p>Easter Experience</p> <p>Singing at Christmas to local community village hall</p> <p>Sports opportunities within and outside of school cluster</p> <p>Year 6 Leaver’s service</p> <p>Queen Elizabeth Day Sept 2015</p> <p>World cooking Day July 2016</p> <p>Mosaic creation Day 2016</p> <p>Enterprise Activities throughout the year</p> <p>Readathon fundraising 2016 - 2017</p> <p>Reflection of life after death of a child (Spiritual Garden 2016) Development of spiritual garden and year 6 garden revisited in memory of child who passed away 2018</p> <p>Year Six fundraising activities</p>



		British Values taught through SMSC which underpins all of the curriculum and ties in with our Values curriculum
<i>Pupils share views and opinions with others, and work towards consensus.</i>	<p>Pupils share their ideas and views in the classrooms.</p> <p>School Council representatives bring suggestions to meetings. Pupil representatives feedback these ideas and views at School Council meetings. Pupils make decisions by voting after listening to representatives for new house captains.</p> <p>British Values opportunity across the curriculum</p>	<p>Pupil Council meetings</p> <p>Wide variety of groupwork activities in the classroom</p>
<i>Pupils resolve conflicts and counter forces which militate against inclusion and unity</i>	<p>The majority of pupils have the skills needed to resolve small issues of conflict. Lunchtime Supervisors guide these skills when needed on the playground. When an issue is unresolved, members of teaching staff are requested to help with worries/concerns in follow up in class.</p> <p>Friendship bench is used to support building friends</p>	<p>Circletime/discussion class time</p> <p>Playtime Buddies</p>
<i>Pupils reflect on their own contribution to society and to the world of work, show respect for people, living things, property and the environment</i>	<p>Pupils regularly take part in events. This year saw Foodbank as part of the focus.</p> <p>Foodbank contributions Oct 2016, 2017, 2018 and 2019</p> <p>Operation Christmas Box Dec 2016, 2017, 2018 and 2019</p> <p>Christmas enterprise 2020 – completed in school and sold at home due to pandemic</p> <p>SENDco staff member visited Romania to help a charity and then presented to D&amp;A school on her return 2018</p> <p>The school is a litter free environment.</p>	<p>Fundraising e.g. Children in Need, 2019</p> <p>Year Six cake sales to raise funds for a leaving present (storage bench and new CD player in 2015). Continued for 2017, 2018 and 2019</p> <p>Classroom environment is kept clean, tidy and free of clutter.</p>

	<p>Many pupils walk to school therefore assisting with lowering emissions that harm the environment.</p> <p>All school run enterprise throughout the year to develop understanding of money, profit/loss and doing things for other people.</p>	
<i>Pupils exercise responsibility</i>	<p>This is shown across daily school life. Many pupils demonstrate this through the bringing of their equipment to lessons, PE kits etc as well as bringing their homework on time. Pupils act responsibility during fire drills and when out on school trips and local walks.</p> <p>Introduction of Building Learning Power 2016 – ongoing</p> <p>Children complying with the restraints of ‘Bubbles’ and safety rules across school due to COVID 2020 - 21</p>	<p>Monitors in class</p> <p>Reception children gain independence from exercising responsibility for their own belongings (i.e. PE kits, bookbags, jumpers etc).</p> <p>House captains</p> <p>Pupils are required to bring their instruments to their music lessons.</p> <p>School Council</p> <p>Eco monitors</p> <p>Litter Picking monitors</p> <p>BLP is helping children to develop resilience and responsibility</p>
<i>Pupils appreciate the rights and responsibilities of individuals within the wider social setting</i>	British Values (audit)	<p>Foodbank organisers from Tewkesbury – Adults who a good influence.</p> <p>British Values</p>
<i>Pupils understand how societies function and are organised in structures such as the family, the school and local and wider communities</i>	Whole school ‘House Days’ give pupils the unique opportunity to work with a range of pupils in age, ethnic origin and ability. This effectively promotes the sense of community we have firmly instilled at	Classroom organisation and responsibility of monitors within the classroom

	Deerhurst.	
<i>Pupils participate in activities relevant to the community</i>	<p>Christmas celebrations</p> <p>Easter celebrations</p> <p>Class celebrations</p> <p>Sports Day celebrations</p> <p>Sporting activities</p> <p>Many celebrations continued through lockdown in a virtual way – see portfolios</p> <p>Science award – south west engineers – whole school participation 2020 and 2021</p> <p>Designing a stamp to recognise heroes of the COVID pandemic 2020-21</p>	<p>Reception – parent workshops</p> <p>KS1/2 parent workshops</p> <p>Harvest festival – raising money/resources for Foodbank.</p> <p>Lunches for special celebrations where the wider community is invited</p> <p>Sports Day celebrations</p> <p>Year 6 led Sports Day celebrations 2018</p> <p>Celebration assemblies</p> <p>Remembrance Day – children remember local men who died during the wars</p> <p>Cheltenham Music Festival - ongoing (winners 2018 and 2019)</p> <p>Red, White and Blue Day</p>
<i>Understand the notion of interdependence in an increasingly complex society</i>	<p>Pupils accept one and others differences, evidence in their strong working friendships.</p> <p>Pupils from a range of backgrounds, living in a variety of areas, work and play together. Pupils are encouraged to appreciate that both continuity and change have fundamental influences on us during the course of our lives and our responsibility in the future.</p> <p>The New Curriculum now provides opportunity for development through Modern Day Britain.</p>	<p>Celebration Stars</p> <p>RE/SEAL curriculum coverage</p> <p>Soul SPace Space</p> <p>Curriculum coverage</p> <p>British Values audit</p> <p>Build on ideas of the forthcoming Christianity Project and prepare for the new agreed syllabus.</p> <p>Evaluate ideas in preparation for the new SIAMs schedule September 2018 – New vision decided Spring 2019</p>

#### Monitoring Comments- evaluating the success of what is being provided

Action – Continue to make links with cultural opportunities

Develop British Values opportunities

Continue to provide cultural capital opportunities and well being after the pandemic

*Vision:* **Learning and living as children of God**  
(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)

SMSC – Developing Pupils' Cultural Development

Coverage/Locating evidence

R- Y6

	Whole school	Class/year group (RE/PSHE/Discrete or specific etc)
<p>■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>■ 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</p> <p>■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>■ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>■ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they</p>	<p>Assemblies (Acknowledgement of Remembrance day etc and many more)</p> <p>Celebration of National Events including Magna Carta 2015</p> <p>Whole school 'Divali Day' - ongoing</p> <p>Chinese New Year</p> <p>Mr Laurence Robertson MP – visit 2019 (aut)</p> <p>School art day – tiles reflecting religious symbols 2020</p> <p>Spiritually creative day for well being summer 2021 (pandemic)</p>	<p>PSHE scheme</p> <p>RE scheme</p> <p>Celebrations of events.</p> <p>Religion/faith celebration in various religions/faiths.</p> <p>British History units of work – Anglo-Saxons and Vikings. Also Tudors and Victorians.</p> <p>Participation in a wide variety of extra-curricular opportunities – Maths Challenge, STEM Day, Tewkesbury Sports, Bell Boat Regatta</p> <p>Whole school 'Divali Day' ongoing</p> <p>Chinese New Year celebration</p> <p>Panathlon Day for school sports – recognising diversity (SEN)</p> <p>Medieval Festival trip 2017, 2018 and 2019</p>

<b>understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</b>		Spanish club – parent run 2018
<i>Pupils have an understanding of the influences which have shaped their own cultural heritage</i>	Historical study – see history coverage Modern Day Britain – New Curriculum British Values teaching across school Magna Carta	timelines Local and National studies Curriculum coverage British value (see audit)
<i>Pupils have an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.</i>	Difference is valued – see School Values British Values Magna Carta Visit from Disabled sportsman Aut 1 2015 Visit from Paralympian footballer aut 2018	Through geography and RE study, pupils contrast and compare cultural diversity. Magna Carta Queen's birthday celebrations Harry and Megan's wedding 2018 Diwali Chinese New Year HT worship book British Values (audit)
<i>Pupils have openness to new ideas and a willingness to modify cultural values in the light of experience.</i>  <i>Pupils have an ability to use language and</i>	International Days French and Spanish  Visits to and from other schools iSing Pop	KS2 Pupils study French Pupils study different cultures in literacy when looking at genres Symbols used in music, particularly in

<i>understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture</i>		composition.
<i>Pupils have a willingness to participate in, and respond to, artistic and cultural enterprises</i>	<p>Pupils regularly take part in fundraising and charity events.</p> <p>Pupils also contribute to events including those organised by the PTFA.</p>	<p>Prayer Space Oct 2015 and 2016</p> <p>Ising Pop 2017, 2018 and 2020</p> <p><b><i>‘Pupils have very positive attitudes to learning because teachers have high expectations of their achievement. Pupils enjoy the challenges to their thinking and are fully engaged in lessons. Ofsted Jan 2018</i></b></p>
<i>Pupils have regard for the heights of human achievement in all cultures and societies</i>	<p>Worship</p> <p>Weekly ‘Celebration Star’ assemblies allow pupils to celebrate success and enjoy a reward for their hard work and efforts. Pupils who have also achieved well outside of school also share their medals, certificates and trophies with the children and staff present.</p> <p>The school works tirelessly to provide specialist coaches for children including Football, Rugby. The aim is to provide all pupils with the opportunity to enjoy these sporting activities and discover new gifts and talents.</p> <p>Netball/football leagues</p> <p>Visit from Wheelchair bound Basket Ball player Aut 2015</p> <p>.</p>	<p>Whole school theatre trip Christmas</p> <p>Paralympics visitor October 2015</p> <p>National Gymnast visitor June 2016</p> <p>National Gymnast visitor November 2019</p> <p>Pupils receive wristbands reflecting Sports Values when they take part in sports for schools events organised by school.</p> <p>Many celebrations of children’s achievements outside of school but celebrated in Celebration assemblies and recorded in the weekly newsletters.</p>

--	--	--

#### **Monitoring provision**

<p>Explore opportunity</p> <p>Possibly create a maze (funding)</p>
--