

St. Wilfrid's C of E Primary School SMSC/British Values Audit 2019

Spiritual Development	Moral Development	Social Development	Cultural Development
<p>RE, Collective Worship as well as opportunities for personal reflection and prayer aid the development of:</p> <ul style="list-style-type: none"> <li>insights, principles, beliefs, attitudes and values which guide and motivate us;</li> <li>understanding of feelings and emotions which support reflection and learning; and</li> <li>recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</li> </ul>	<p>RE, Collective Worship, the Behaviour Policy, school ethos, charitable projects, Rights Respecting Schools Award journey (RRSA) and DARE all develop in our pupils:</p> <ul style="list-style-type: none"> <li>a framework of moral values which regulate their personal behaviour;</li> <li>an understanding of society's shared and agreed values;</li> <li>an understanding of the range of views and the reasons for the range;</li> <li>an opinion about the different views; and</li> <li>a respect for each other's rights.</li> </ul>	<p>PSHE, Pupil Voice provision, participation in community events, Forest School, School Council all reflect how the school promotes opportunities for our pupils to:</p> <ul style="list-style-type: none"> <li>work effectively with each other; participate successfully in the community</li> <li>use inter-personal skills for successful relationships; and</li> <li>develop skills and personal qualities necessary for living and working together.</li> </ul>	<p>RE, PSHE, Race and Equality Policy, community events, Rights Respecting Schools Award journey (RRSA) Geography topics, Multi-cultural texts in Literacy, school visits ensure pupils:</p> <ul style="list-style-type: none"> <li>understand and respect cultures, including their own;</li> <li>reject discrimination based on difference</li> <li>foster an eagerness to participate in new experiences; and</li> <li>develop awareness of music, art, dance and literature, etc. in different cultures.</li> </ul>
<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>
<ul style="list-style-type: none"> <li>- Multi faith RE Curriculum</li> <li>- Class led worship</li> <li>- Whole school Worship and school values</li> <li>- Residential visits</li> <li>- Remembrance Service</li> <li>- Harvest festival</li> <li>- SEAL</li> <li>- Faith leader visits</li> <li>- Singing assemblies</li> <li>- Opportunities to reflect on their experiences</li> <li>- Visits to places of worship</li> <li>- 'Time Travelling' at Southwell Minster (Multi-faiths)</li> <li>- Christingle celebration</li> <li>- Class reflection areas</li> </ul>	<ul style="list-style-type: none"> <li>- RE Curriculum</li> <li>- Age appropriate responsibilities</li> <li>- Whole school Worship and school values</li> <li>- RRSA Steering group</li> <li>- RRSA assemblies</li> <li>- RRSA Bronze</li> <li>- Class Monitors</li> <li>- School Council</li> <li>- Singing in the local Community</li> <li>- Charity appeals</li> <li>- PSHE Curriculum</li> <li>- After school clubs</li> <li>- Class rules.</li> <li>- Good Work Assemblies (Golden Box)</li> <li>- Rewarding expressions of moral insights and good behaviour e.g. Sending to Head teacher/ Pupil of the week</li> <li>- Personal behaviour targets</li> <li>-strong emphasis on social and moral development</li> <li>- NSPCC Year 5/6 assembly</li> <li>- Year 5 Personal Safety run by Notts Constabulary</li> <li>- Safety Zone run by the Police, Fire Service, Road Safety, local bus company and an electricity provider</li> </ul>	<ul style="list-style-type: none"> <li>- School Council</li> <li>- Gardening Club</li> <li>- Womble Club (community litter picking)</li> <li>- Healthy Schools Award</li> <li>- After school clubs such as Construction, Football, Top Trumps, Dance, Skipping, Multi-Skills etc.</li> <li>- School visits</li> <li>- SEAL</li> <li>- Transition visits</li> <li>- Charity support, .e.g. Children In Need &amp; Comic Relief</li> <li>- Participation in WW1 British Legion event</li> <li>- Residential visits</li> <li>- School productions</li> <li>- Year 6 Summer Play</li> <li>- Sports Leaders</li> <li>- Sports Days</li> <li>- Calverton Shakespeare Festival</li> <li>- 'Family of Schools' sports events</li> <li>- Year 6 monthly coffee mornings</li> <li>- Class 'Show and Tell'</li> <li>- The 'Great St. Wilfrid's Book Swap'</li> <li>- Participating in the local Village Get Together (parading, arena event , poster competition)</li> <li>-St. Wilfrid's School Choir – singing at the lighting of the village Christmas tree and local care/nursing homes.</li> </ul>	<ul style="list-style-type: none"> <li>- Book Club</li> <li>- Visit to Holocaust Centre, Laxton</li> <li>- Y6 Author visits at CF Academy</li> <li>- Curriculum opportunities</li> <li>- Visits to museums</li> <li>- Music events</li> <li>- Visits to Library</li> <li>- Book Days/Week</li> <li>- Musical Performances</li> <li>- Theatre visits and trips</li> <li>- Opportunities to take part in school productions/performance</li> <li>- Opportunities to take part in wider community productions/performance e.g. church and theatre group</li> <li>- Cultural/Diversity Days</li> <li>- MFL in school</li> <li>- Sports Days</li> <li>- Opportunities for individual instrument lessons</li> <li>- Reading challenges</li> <li>- Participating in the local Village Get Together (parading, arena event , poster competition)</li> <li>- RRSA assemblies</li> <li>- RRSA activities</li> </ul>
<b>Impact on Pupils</b>	<b>Impact on Pupils</b>	<b>Impact on Pupils</b>	<b>Impact on Pupils</b>

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<ul style="list-style-type: none"> <li>• Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements.</li> <li>• Pupils develop attitudes, values and principles.</li> <li>• There is an increased ability for them to empathise with others and see beyond themselves.</li> <li>• Pupils have a first-hand experience of places of religious worship.</li> <li>• A respect for themselves and others. An awareness and understanding of their own and other's beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong.</li> <li>• There is no fighting in school and a positive atmosphere pervades. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</li> <li>• Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</li> <li>• Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to socialise with a wide range of people and pupils.</li> <li>• We receive positive comments from the community when we go on trips and when we receive visitors.</li> <li>• Pupils build relationships and friendships.</li> <li>• Close knit school community. Widening of pupil horizons.</li> <li>• Pupils feel they have a say in their school. Pupils exercise responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</li> <li>• Pupils have an understanding of a world outside their own.</li> <li>• Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.</li> <li>• They experience opportunities for awe and wonder.</li> </ul>
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