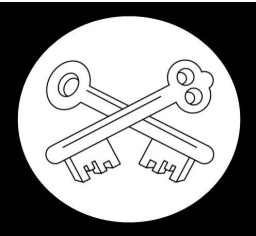




SMSC TRACKER

	Pupils spiritual development is shown by their: 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; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences.	Pupils' moral development is shown by their: 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; understanding of the consequences of their actions; 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.	Pupils' social development is shown by their: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively; 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.	Pupils' cultural development is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others; 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; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they 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.
	• Clear whole school definition of spirituality • Shared language - windows, mirrors, doors • Highly effective RE curriculum using Agreed Syllabus and UC resources • Daily collective worship planned to allow pupils to flourish through reflection, stillness and prayer • Recent staff training on promoting Spirituality • Spirited Arts competition • Thursday Church • Easter Labrynth • 11 before 11 • Mindfulness club • Prayer Week • Pupil Chaplaincy • Celebration of major religious events • Close links with local church and Vicar • Regular visits to places of worship • Regular visitors to speak about faith • Year groups plan out 'awe and wonder' moments • Outdoor learning & Forest School	• School rules and values • School behaviour policy • Clear structure, consistency and routine for all parts of the school day • Weekly PSHE lessons planned around Relationships, Living in the Wider World, Citizenship and Health & Wellbeing • Pupil Leadership opportunities - 250 positions currently available • Diversity Defenders/ Green Team/ Tisai Island Link Council • Pupil Parliament • Anti-bullying week • Class dojos • Weekly celebration assembly • Half termly 'Head, Hands, Hearts' awards • 'Making a Difference' days • Curriculum topics - civil rights, suffragettes etc • Weekly Picture News sessions • Whole school mission - to instil in pupils the belief that they can change the world for the better' • Regular charity sales and fundraising opportunities • UK Parliament Week • School values badges	• Amigos - Y3/5 collaboration • Promotion of 'democracy' throughout curriculum • British Values linked assemblies • Black History Month/ LGBTQ+ History Month/ Women's History Month • Pupil Parliament • Pupil Leadership roles • Fundraising and charity events • Inclusive approach to sports and competition • School trips, visits and residential • Road safety • Music tuition • Community centered approach • Positive parent feedback • Outdoor learning opportunities • Break time/ lunch time/ after school clubs • Year 4 and 6 productions • Pupil Voice • Careers Day • Y6 Enterprise project • Transition days • Online safety lessons	• International Day of Languages • Black History Month/ LGBTQ+ History Month/ Women's History Month • Pupil Leadership groups • Pupil Parliament • Annual visit to Houses of Parliament • UK Parliament Week • Class names - inspirational figures from history • Diversity Defenders • Different cultures studied across the curriculum • Highly effective RE and PSHE curriculum • Local History studies • Cultural visits, trips and guests • All pupils learn to play an instrument • Year 4 and Year 6 play productions • Eleven before Eleven enrichment opps • Specialist MfL teacher • Exploring the work of artists and musicians from other cultures • Celebration of major religious festivals • Visits to different places of worship • Displays around the school celebrating people from different cultures • Tasting and making food from other cultures • Providing children with workshops with professional artists, musicians and authors • 'Making a difference' project days



	• Plans in place for a designated spiritual place to be created • Weekly Picture News sessions	• Collective worship based around moral issues		
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