

Spiritual, Moral, Social and Cultural Education (SMSC overview)

The Spiritual Development of pupils is shown by their:	Spiritual Activity	Impact
<ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, 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 	<ul style="list-style-type: none"> • Bishop’s Appeal support each year • Church visits • Collective Worship • Collective Worship led by vicar • Displays • Harvest parcels of food for DENS • Singing- Hymns • Prayer box • Prayers (school and class) • RE lessons • Services- harvest, Christingle, nativity, Easter • Travelling crib • Visits- at Albans Abbey, local church • Visitors from other faiths- Islam, Buddhism, Sikhism, Judaism • Whole school RE days- Lent, Easter egg hunt, Buddhist meditation, Easter gardens • Whole school RE homework- Design a cross, prayers • Reflective areas in classrooms • Charitable work and understanding 	<p>Children start to show empathy, start to relax and show ability to reflect on their own and others’ achievements.</p> <p>Pupils develop attitudes, values and principles.</p> <p>There is an increased ability for them to empathise with others and see beyond the self.</p> <p>Pupils have a first-hand experience of places of religious worship.</p> <p>A respect for themselves and others.</p> <p>An awareness and understanding of their own and other’s beliefs.</p>

The Moral Development of pupils is shown by their:	Moral Activity	Impact
<ul style="list-style-type: none"> • 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 behaviour and 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. 	<ul style="list-style-type: none"> • PSHE (circle time, lessons) • Diversity Week • Charities- DENS, NSPCC, Comic/sports relief, Bishops' Appeal, Toilet Twinning, NSPCC, Books2Africa • Charity visitors in collective worship • School council • Behaviour policy and Therapeutic Thinking (STEPS) practice • Harvest parcels for DENS • Legal Eagles visit from local magistrates • Druglink visit - drug awareness for parents and pupils • E-safety day and workshops for parents, pupils and staff • Collective Worship - whole school and key stage • Talk Partners in class 	<p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong.</p> <p>There is harmony in relationships in school and a positive atmosphere pervades.</p> <p>Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p> <p>Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</p>

The social development of pupils is shown by their:	Social Activity	Impact
<ul style="list-style-type: none"> • 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 • 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 • 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. 	<ul style="list-style-type: none"> • Drugs Ed. visitor • SRE delivered by staff • Range of clubs • Family groups/house group activities • Caldecotte – Class 5 residential • Fundraising- BBQ, Christmas Fair, inter-village, Class 5 Enterprise week • Parent workshops, church celebrations • Sports day • Swimming gala • Harvest parcels for DENS • Teddy Bears Picnic • Links with Tring School • Links with Tring Park Arts School and their visiting theatre performances • Sports events against other schools • Links with other local schools- office manager network, Church School Heads meetings, Tring Heads meetings • Work experience pupils each year • Variety of school trips • Monitor roles for KS2- lunch monitors, office monitors • Teashop and Maypole event 	<p>Pupils are able to socialise with a wide range of people and pupils.</p> <p>We receive positive comments from the community when we go on trips and when we receive visitors.</p> <p>Pupils build relationships and friendships.</p> <p>Close knit school community.</p> <p>Widening of pupil horizons.</p> <p>Pupils feel they have a say in their school.</p> <p>Pupils exercise responsibility.</p>

The cultural development of pupils is shown by their:	Cultural Activity	Impact
<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<ul style="list-style-type: none"> • RE visits and visitors • Worship • Theatre visits and performances (Panto, Tring Arts, Perform) • French club • Trips • Paul Forsey pictures on loan • Visiting authors • World Book Day celebrations • Diversity week • Infant and junior yearly productions, performed in village hall • Maypole • Christmas Fayre • Cross-curricular topics 	<p>Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</p> <p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.</p> <p>They experience opportunities for awe and wonder.</p>