

PROMOTING SMSC – LEARNING AUDIT
ST MICHAEL'S FEDERATION
LYDBURY NORTH C OF E (A) PRIMARY SCHOOL
SPIRITUAL DEVELOPMENT

THE SPIRITUAL DEVELOPMENT OF PUPILS 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 FAITH, 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.

Ofsted School Inspection Handbook January 2015 par. 131

	What do we currently do? Where would we see evidence of this? (e.g. in subjects, in policies; curriculum planning; lesson observations; collective worship; extra-curricular activities; pupil's work; SEF; governing body minutes etc)	Action: What do we need to develop? How will we do this?
1. Are pupils aware of the diversity of religious and non-religious belief in the local community and beyond?	<p>We are a Church of England School and have a strong caring Christian ethos. In December 2015 we were thrilled to be given an "Outstanding" for our SIAM inspection</p> <p>Teacher's planning, visitor records, pupil's work, displays,</p>	We are always looking to broaden the cultural experiences of our children who live in a small rural community.
2. Do pupils show respect for their own beliefs and the beliefs of others that may be different to their own?	<p>RE throughout the school, visits and visitors related to non-Christian religions and belief systems</p> <p>We instil in our children respect and tolerance for all. Each half term we focus on a different Christian value that we explore in our assemblies, RE and PSHE.</p> <p>We look to open the world of differing cultures and beliefs</p>	

	<p>to our children. An example would be attending an Islamic Workshop at Craven Arms.</p>	
<p>3. How do pupils show their interest in the awe and wonder that surrounds them?</p>	<p>We are lucky enough to be situated in a wonderful rural location within an AONB. We fully utilise our outdoor environments. The whole school from Nursery to Year 6 have a weekly forest school session. Our recent Michaelmas day focussed on awe and wonder and the spirituality of our beautiful surroundings.</p> <p>Work in science this term in KS2 is a study of living things and their habitats and has involved much debate about how best to care for our environment and what is being done to protect our world. The children spent a day with the National Trust Rangers exploring the Carding Mill Valley and learning about how they protect the environment. They made bird boxes to put into their gardens at home.</p> <p>Further study of the Antarctic in Geography and in English texts has led to awareness of the enormity and beauty of the coldest areas of the world and the amazing creatures that it has - the great danger that the world has from global warming.</p> <p>This is reflected in our art work around the school, pieces of poetry and in our RE/PSHE books. The forest school display captures the awe and wonder of our natural environment - changing with the seasons - the photographs demonstrating the enjoyment and appreciation of the forest.</p>	<p>During School Ground Week we held our assemblies outdoors - we would like to repeat this as the children responded well to this</p> <p>Involvement in "Wildlife Watch" with the Shropshire Wildlife Trust this year.</p> <p>Working towards our Tree Charter award</p>
<p>4. How are pupils encouraged to show their creativity and imagination?</p>	<p>Our creative curriculum is broad and balanced and aims to take full advantage of our beautiful Shropshire hills and its environs as well as looking at contrasting environments. The children are encouraged to use their imaginations and</p>	<p>In the summer term we are planning an arts week with elements of art, design, drama, dance and poetry.</p>

be creative. We encourage them to think for themselves and be open to the wonderful wealth of opportunities that they meet.

Drama and dance are used to enhance the curriculum. Children are encouraged to engage in imaginative role play and dramatic play from their earliest days in the Nursery. The early years environments are enhanced with puppets, costuming and artefacts that promote the expressive arts. Our approach to teaching writing also makes much use of drama and uses the illustrations from quality texts to stretch children's imaginations.

Some more complex texts, selected as part of the English curriculum, are chosen to help children to explore a range of emotional issues. We find that children are more able to discuss emotional issues in imaginary contexts that we can then help them relate to their own life experiences.

With our cluster of schools, we give the children the opportunity to attend a range of quality dramatic productions and workshops - also engaging in musical festivals. Each October the Year 5.6 children take part in workshops with the "Young Shakespeare" company - this year based on "Hamlet" The KS1 children visit the "SPARC" community facility to see a range of puppet plays and annual "Little Angel Theatre Company" at another local school - also the pantomime at Theatre Severn.

All the children, from Reception to Year 6, take part in our annual end of year plays. These productions involve everyone in our school community and it is a good reflection of our inclusive ethos; much enjoyed by all ages in the community.

The whole school also takes part in our annual Christmas

	<p>nativity play; which has formed part of our village calendar - along with carol singing around our special Oak tree.</p> <p>The whole school has access to specialist music teaching each week from the Shropshire Music Service. The Nursery and KS1 class have a curriculum music session; whilst KS2 have ukulele lessons. This is supplemented by recorder lessons for KS2 and individual keyboard tuition. In July KS2 played at "Ukefest" in Theatre Severn. At Christmas our Ukulele players and recorder players entertain the local community prior to lighting the lights on our special oak tree.</p> <p>Music is used as a tool to create atmosphere and mood when writing, drawing and painting.</p>	
<p>5. What opportunities are pupils given to take time out to reflect on their work or ponder on big questions or issues?</p>	<p>Pupil's work, teacher's planning, displays around the school</p> <p>During our collective worship, in our daily assemblies, we have a quiet thinking time when we think of others and pray. The children enjoy debating "Big questions!" or "issues" and this results in some lively discussions. The children are taught to use the ABC system - teaching them to articulate their views well and be constructive in their supporting and opposing arguments.</p> <p>Discussion and debate is seen across many curriculum areas. Weekly debates are planned across the term in our medium-term planning documents.</p> <p>Some of our chosen English texts tackle challenging issues e.g. the loss of a loved one - "The Ice Bear" Jackie Morris as an example.</p> <p>See SIAM files and reflections planning</p>	<p>We have had one successful cluster school debate. We aim to try to organise another in summer 2018</p> <p>KS2 have been introduced to stilling and we want to develop its use before our RE lessons. Staff are also keen to look at mindfulness techniques</p>

<p>6. How does the school celebrate this aspect of development?</p>	<p>Displays, values boards, school website,</p> <p>Emphasis is put on the "characteristics of learning" from the Nursery into the EYFS and on into KS1 and KS2. The children are constantly asked to reflect on their work and celebrate their achievements. Displays promote this work and demonstrate the importance of the development of learning behaviours across the school.</p> <p>Value displays can be seen around the school that capture work on each half term value. This term we are celebrating "compassion" and Thankfulness"</p> <p>We have been working on our definition of "Spirituality" and are mindful of weaving this aspect of development throughout the curriculum.</p>	<p>Capturing all this work as an archive in display books and on the website</p>
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PROMOTING SMSC – LEARNING AUDIT

MORAL DEVELOPMENT

THE MORAL DEVELOPMENT OF PUPILS IS SHOWN BY THEIR:

- ABILITY TO RECOGNISE THE DIFFERENCE BETWEEN RIGHT AND WRONG, READILY APPLY THIS UNDERSTANDING IN THEIR LIVES 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 BEING ABLE TO UNDERSTAND AND APPRECIATE THE VIEWPOINTS OF OTHERS ON THESE ISSUES.

Ofsted School Inspection Handbook January 2015, par 132

	What do we currently do? Where would we see evidence of this? (e.g. in subjects, in policies; curriculum planning; lesson observations; collective worship; extra-curricular activities; pupil's work; SEF; governing body minutes etc)	Action: What do we need to develop? How will we do this?	
1. Where do pupils have the opportunity to discuss rules for life and the basic idea of right and wrong?	<p>We are a caring Christian school and our ethos is reflected in all that we do in our school. Behaviour in school is outstanding and the children have an excellent understanding of the expectations of our school. Each class has a set of class rules and each child is aware of how to care for the class environments. They take a collective responsibility. The field, playground and forest areas all have agreed rules. Each term these are refreshed and discussed with the children.</p> <p>In KS2, when appropriate, pupils have a say in sanctions and rewards for their own and others behaviour.</p>		

	<p>The school has a school council which debates issues that the children have raised and plan charity events for the school. Each week they choose which child should have the community award.</p>		
<p>2. What input do pupils have into school policies and practice around behaviour?</p>	<p>Each year anti bullying week is a focus and the children are reminded of the importance of sharing their worries and being a good friend. In the recent anti bullying week, the "It's good to be different -and we are all equal" theme was explored in many ways. The children wore odd socks and made posters - KS2 coming up with their own charter. E safety is an area that is given emphasis during each school year. NSPCC workshops every other year reinforce this work.</p>	<p>Children are to work on their own behaviour policy - share with governors and parents</p>	
	<p>School council records/minutes, behaviour policy, anti-bullying policy, pupil charter</p>		
<p>3. How does the school judge pupil behaviour in lessons and around the school?</p>	<p>We judge the behaviour of the children to be outstanding. We have high expectations of behaviour always.</p>	<p>Developing a new behaviour policy with the children - leading on from work on a renewed Anti bullying policy</p>	
	<p>Visitors to school and members of the public when we are out of school comment on our excellent behaviour.</p>		
<p>4. Where do pupils explore moral and ethical issues appropriate to their age in the curriculum?</p>	<p>Moral and ethical issues are debated within our RE and PSHE lessons; but also across the curriculum. Our English curriculum also includes books from the CPLE website that have strong moral and ethical issues especially for KS2 children and the children enjoy exploring these in English lessons.</p> <p>As a school we think it is important for the children to raise money for other children less fortunate than themselves. They always enjoy the annual/biannual fundraising fun associated with "Children in Need" and</p>		

	<p>"Comic Relief" and these are part of our school calendar. We also like to focus on local charities - recently we held a sponsored walk for the "Harry Johnson" appeal supporting young cancer patients locally.; raising £700. During advent we are collecting donations for our local food bank.</p>		
<p>5. How does the school celebrate the diversity of pupils' views on these moral and ethical issues?</p>	<p>Pupil's work, planning etc. Involvement with charity work</p> <p>Collective worship and RE/PSHE focussed lessons are good opportunities for moral debate. Planned debates in teacher planning each term - website</p> <p>Pupil's work, displays, school website</p>		

PROMOTING SMSC - LEARNING AUDIT

SOCIAL DEVELOPMENT

THE SOCIAL DEVELOPMENT OF PUPILS 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 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; THE PUPILS DEVELOP AND DEMONSTRATE SKILLS AND ATTITUDES THAT WILL ALLOW THEM TO PARTICIPATE FULLY IN AND CONTRIBUTE POSITIVELY TO LIFE IN MODERN BRITAIN.

Ofsted School Inspection Handbook January 2015, par 133

	What do we currently do? Where would we see evidence of this? (e.g. in subjects, in policies; curriculum planning; lesson observations; collective worship; extra-curricular activities; pupil's work; SEF; governing body minutes etc)	Action: What do we need to develop? How will we do this?
1. What opportunities are provided for pupils to mix outside their normal groupings?	<p>We are a very small school - like a rather large friendly family really! We often work in family groupings and the older members of the school look after the younger members very well.</p> <p>We are part of a federation of two small primary schools and so the children can meet with their peers from their partner school. Nursery, KS1 and KS2 classes all go on trips together. KS1 and KS2 also take part in joint workshops and</p>	<p>We are always eager to form links with other schools and work together on different projects.</p>

	<p>special event days; visiting each other's schools. Each summer the schools go on a residential visit together - this year it is four days in York.</p>	
2. What opportunities are provided for pupils to engage with wider communities in the local area and beyond?	<p>We are part of the "South West Shropshire Learning Trust" which is a cluster of nine schools and the feeder secondary. Throughout the year the children take part in sports festivals, transition days and workshop sessions. We had a celebration day where all ten schools took part in sports and design and technology workshops. Each year the Year 6/7 children have a joint transition day. In 2016 it was a visit to Worcester University (another partner of the SWSLT.) In 2017 there was a 6/7 outward bound day.</p> <p>We supported Revd. Greasley's charity supporting a school in Zambia.</p>	<p>We are planning a science link with University of Aberystwyth in the spring term.</p>
3. How are pupils made aware of keeping themselves safe in a variety of contexts?	<p>In PSHE we are making the children aware of what keeps themselves safe. We invite outside agencies to talk with the children - community police officers, road safety officer, NSPCC etc.</p> <p>A paramedic parent delivers workshops on first aid and the school has staff qualified to run "Heart start" workshops for children. This was in response to our rural locality and distance from hospitals.</p> <p>In RSE the children are taught about healthy relationships and respect for their bodies.</p> <p>E-Safety policy, termly practice audits, Respect Yourself, Safer School Award in progress</p>	<p>Complete Safer School Award - continue with campaign to have 20mph speed limit outside the school</p> <p>Community police officers to deliver E safety and drug awareness sessions</p> <p>KS1 road safety, stepping out for 3/4 and bike safety for 5/6 on a rolling programme</p>
4. What provision does the school	<p>PHSE, and Values education promotes this.</p> <p>All staff have completed de-escalation training with</p>	

<p>make to support the resolution of conflicts?</p>	<p>Woodlands Outreach</p> <p>Anti-bullying charter School practice and ethos</p>	
<p>5. How does the school ensure pupils are fully informed of the risks posed by radicalisation?</p>	<p>PSHE and Citizenship allows the children to develop questioning techniques to open safe debate; building confidence to promote honesty about a plurality of views ensuring freedom of expression and freedom from threat; debating fundamental moral and human rights principles; promoting open respectful dialogue; affirming multiple identities.</p> <p>A good example of this was the very skilled and sensitive handling of the incident in Manchester whilst studying Islam enabled a very balanced view. Continue to use topical debate.</p> <p>Promotion of listening to everyone's views and using Christian values to measure them by.</p>	
<p>6. What opportunities do pupils have to understand and participate in the democratic process?</p>	<p>The children vote for members of the school council. Some decisions in school that affect the children are voted upon so that the decision is democratic and fair. This might be, for example, the choice of the Christmas film or what a donation might be spent on. The children are taught to respect the majority decision.</p> <p>During the general election last year KS2 held mock elections; with the children inventing their own political parties.</p> <p>In KS2 the children vote on class rewards that they have earned from earning marbles or tokens for a special half termly class reward.</p>	

	See displays, school council notes etc. Unit of work on the election	
7. How do pupils develop their understanding of life in modern Britain?	The children develop their understanding of life in modern Britain through work in PSHE, RE and Geography. We celebrate or commemorate important events in the British calendar that are national or regional events.	Give children more opportunities to study life in different areas of the UK.
	Pupil's work, displays etc.	

PROMOTING SMSC - LEARNING AUDIT

CULTURAL DEVELOPMENT

THE CULTURAL DEVELOPMENT OF PUPILS IS SHOWN BY THEIR:

- 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 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, 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.

Ofsted School Inspection Handbook January 2015, par 134

	What do we currently do? Where would we see evidence of this? (e.g. in subjects, in policies; curriculum planning; lesson observations; collective worship; extra-curricular activities; pupil's work; SEF; governing body minutes etc)	Action: What do we need to develop? How will we do this?
1. Do learners understand the religious, ethnic and socio-economic characteristics of the school community in a local, national and global context?	Local history studies, Geography, RE, Citizenship, Equal Opportunities In KS2 last year the children studied the Bishop Castle community as a small rural town and looked at community and tourist facilities. In KS1 the children studied the village community and the local environment. Throughout the curriculum we give the children	Forming a link with a large urban school.

	<p>opportunities to contrast our small rural community with urban environments in the UK. We also look at the contrasts with rural and urban communities abroad.</p> <p>In KS2 the children have had discussions about how unique our school is and what it would be like to be in a larger school - children who have come from larger schools have shared their experiences too, explaining how it is the same or different</p>	
<p>2. Do learners have the opportunity to explore the origins of diversity in the UK and how different cultures have formed the United Kingdom?</p>	<p>In RE and History the children study a variety of cultures. We follow the "Telford and Wrekin Sacre Syllabus" in RE alongside "Understanding Christianity"</p> <p>In History we follow a rolling plan of topics which studies a variety of cultures. We have visited York (due to visit again this year) and studied the Vikings, explored the Norton Hill Fort and Bury Ditches as part of our study of the iron age as examples.</p>	<p>Following a presentation to Headteacher cluster from "Creative Workshops" holding a workshop day exploring the history of Jamaican immigrants to Britain after the second world war in the summer term</p>
<p>3. What opportunities are provided to explore different racial, ethnic, cultural and religious groups in the UK and the wider world and the similarities and differences within and between those groups?</p>	<p>RE throughout the school including visits and visitors from other faiths and belief systems, national and international school links,</p> <p>Some examples</p> <p>We have links with Revd. Greasley's school in Zambia. We sent our old mathematics texts books to the school. Revd. Greasley visited us at school and showed the children a film showing the celebrations at the opening of the new school buildings.</p> <p>We had a visit from a member of the congregation in Bishops Castle who supports schools in Malawi who led a workshop morning for us. In the afternoon the children all</p>	<p>We are exploring links that the Diocese have with schools in Tanzania and will link up with the Headteacher of BCCC when he returns from His KS4 visit to Tanzania.</p> <p>Revd. Greasley's school in Zambia is hoping to have an internet link and we will then be able to communicate directly. He is also working on linking us up with another primary school that has nursery children.</p>

	<p>carried bottles of water up to Walcot Hall to try and understand how hard it must be to carry water long distances every day.</p>	
<p>4. Can learners demonstrate a developing understanding of how diverse people, places, economies and environments in the global community are interconnected?</p>	<p>Geography, Non-European history study in KS2 KS2 looked at the Mayans and linked this with the history of chocolate; visiting Cadbury's World. The children debated the effects of commercial coco manufacture on the rainforest. Fair Trade fortnight work also highlighted many issues that were debated.</p> <p>Pupil's work, communication with partner schools, school website</p>	<p>Refer to global events in assemblies and class debates. Task Year 5/6 with collecting news from around the world - opening the world to the children</p>
<p>5. How does the school ethos enable learners to develop an understanding about the consequences of racial and religious intolerance and discrimination and the skills to challenge discrimination, including racism and violent extremism?</p>	<p>All staff have attended the prevent training. Children's safety on school visits was discussed at School Improvement Committee and full governors to fully inform governors of protocols. All staff aware of guidance on keeping children safe on visits off site.</p> <p>E-Safety policy, termly practice audits, Respect Yourself, Safer School Awards</p>	<p>Implement unit of work for KS2 in the summer term as part of work on Year 6/7 transition.</p>
<p>6. Are learners provided with opportunities to develop a critical capacity that allows them to reflect on their own cultural traditions and those of others?</p>	<p>History, geography, RE, Modern Languages/Modern Foreign Languages The children are given opportunities to explore the importance of our own cultural traditions and of others that they study. For example - the importance of Remembrance Day - respect for those who died and a reminder of the awfulness of war</p>	<p>Need to expend this work with Year 5/6 children</p>

<p>7. Are learners able to investigate how mathematical and scientific ideas reflect diverse cultures and traditions?</p>	<p>We study famous scientists as we study each area of science. This is an area of focus in KS2 in this academic year. We are linking up with Aberystwyth University next term. We are forming a link with the physics department while studying our light topic. The children will be writing to a male and female scientist to ensure that there is no gender stereotyping. As part of this work the children will be able to see how scientists all over the world come together to share their scientific ideas.</p> <p>Planning and Pupil's work from spring term unit on light</p>	<p>Project on how scientists work Spring Term - link with Aberystwyth University</p> <p>Need to look at famous mathematicians from a variety of cultures</p>
<p>8. What opportunities are provided to explore and appreciate the art, artefacts, literature and music of different cultures?</p>	<p>Opportunities for exploring the art, artefacts, literature and music of different cultures are made throughout the curriculum.</p> <p>An example of this is the current unit of work focussed on African stories in KS1. The children performed an African harvest dance and are looking at examples of African art and experiencing aspects of African music. They role played the "Honda's Surprise" story and have a fruit market in their classroom - exploring the tastes of unusual fruits. We have visited Birmingham Art Gallery and Walsall Art Gallery. The visit to Walsall was the outcome from the "Monet" project where the children went to view their Monet painting in the gallery. A real Monet painting was lent to us for the day as part of the portraits for school's project. We held our own exhibition at "SPARC" in Bishops Castle.</p> <p>Planning, Pupil's work and displays Website - Monet day</p>	<p>Continue to explore the rich diversity of arts from a range of cultures. In the autumn term KS2 are looking at Inuit art. In the spring term the focus will be Ancient Greece and the summer term will focus on "The Vikings"</p>

<p>9. Are learners able to explore the role of technology in sharing ideas and information and enabling people to work together in new ways to create knowledge?</p>	<p>D&T and Computing are contexts for looking at the role of technology in the sharing of our ideas; enabling people to work together in many new ways.</p> <p>Planning and pupil's work</p>	<p>Need to develop this with KS2. Revd. Greasley is hoping to link us up to another school in Zambia when they have internet access. Look at contrasting technologies.</p>
<p>10. Is there an appropriate range of resources that are balanced, not tokenistic and are used effectively to show diversity?</p>	<p>Audit of books in the library shows that we have a range of books reflecting other cultures and beliefs. This should be expanded as we buy new books for our library.</p> <p>Nursery and Reception children have a range of dolls and small world play figures from a range of cultures.</p>	<p>Focus on finding books that demonstrate science and maths in other cultures.</p> <p>Nursery and Reception children's role play would be enriched with a wider variety of cooking artefacts from other cultures.</p> <p>We need to purchase some role play figures that depict disabled children.</p>

PROMOTING BRITISH VALUES - LEARNING AUDIT

- 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; THE PUPILS DEVELOP AND DEMONSTRATE SKILLS AND ATTITUDES THAT WILL ALLOW THEM TO PARTICIPATE FULLY IN AND CONTRIBUTE POSITIVELY TO LIFE IN MODERN BRITAIN.

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1. How do pupils gain an understanding of democracy, how it works and compares to systems in other countries?	Involvement in school council, whole school debates on an issue raised, class discussions and circle times. Ethos requires everyone to be heard and everyone's views to be listened to.	Continue work on British Parliament and how it works - possible visit to Houses of Parliament - delayed due to terrorist threat.
	Pupil's work, UNICEF rights of the child work in assemblies	
2. What opportunities do pupils have to experience democracy at work in school or the local community?	See notes about the School Council and developing the pupil voice in decision making in school. Emphasis on being fair and taking votes with a democratic outcome that we all must agree to accept.	Ask CT to document discussions that add to this understanding - invite governors to share their experiences Ask SA to talk to the children when she helped with the local elections
	School council notes, KS2 unit on recent general election where the children learnt about the process of voting and how a constituency votes an MP in etc. The children learnt about the different political parties and had their own vote.	

<p>3. What does the government do to keep us safe and healthy? (Primary only)</p>	<p>All safeguarding policies and audits up to date. Safeguarding and health and safety item on all staff, SLT and governor meetings Staff all completed training in safeguarding - updated October 2017 PSA trained in range of aspects affecting children's mental health and well being Year 6 attend Safer Schools Day each summer Local services visit to deliver workshops in school on rolling programme Anti-bullying and e safety revisited on regular basis</p>	<p>Emphasis on role of government with year 5/6</p>
<p>5. What opportunities do pupils have to explore issues relating to respect and tolerance?</p>	<p>RE Curriculum and PSHE work focussing on values build up respect and tolerance for each other's views. This is central to our caring Christian ethos. Assembly planning and ethos of the school</p>	<p>Continue rolling programme of values each half term Capture this work for parents and governors - share values studied in curriculum information for parents and carers</p>