

Spiritual, Moral, Social and Cultural Development at Botley CofE Primary





Spiritual, Moral, Social and Cultural (SMSC) Development at Botley Cof E Primary

At Botley CofE Primary, we have thoughtful and wide-ranging opportunities to promote pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, happy learning community.

Good/Outstanding Practice Guidance from Ofsted	Evidence at Botley CofE Primary	Impact
SPIRITUAL		
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> - we have weekly worship topics for Key Stage 1 and Key Stage 2: please see worship timetable for details. - our worship timetable recognises key festivals in all religions and special days. -our RE curriculum follows the Agreed Syllabus - we hold our Harvest Festival, Christmas and Easter Services at All Saints Church, run by pupils and Rev. Mensingh - Rev. Mensingh holds half termly workshops at school for all pupils -where appropriate, we learn about individuals who have particular values and the impact that has on others e.g. learning about Walter Tull during the 100 year anniversary of WWI 	All of our children take part in worships, special Christian celebrations and our RE sessions, giving them opportunity to explore different values and beliefs
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - our RE Curriculum promotes discussions of beliefs - we hold Show and Tell in Reception and KS1, where children can explain and celebrate what they have done when not in school. - we hold a weekly Celebration Worship, where children's external activities are celebrated, and parents are invited to join -we encourage pupils to share their beliefs with their classes and during worship. -where appropriate, children can share their personal experiences as part of RE units e.g. sharing how they celebrate Diwali at home 	Children who have religious beliefs share those beliefs through our RE and PSHE sessions, and through sharing their own personal experiences with their classes at relevant times.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> -children enjoy learning about others' beliefs and experiences through our RE Curriculum - our PSHE curriculum allows our children to talk about their own interests and experiences -children's achievements are encouraged through Celebration Worship and displays 	Work scrutiny shows that children readily share their views on what interests and animates them during PSHE sessions.
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> - we have a Positive Behaviour Policy and children are encouraged to reflect on the impact of their behaviour - we have a corridor display on an RE theme with questions to prompt spiritual thought. - we hold regular charity and fundraising events (Red Nose Day, Sport Relief, Macmillan Coffee Mornings) and children reflect on the impact of their fundraising through worship - we hold daily Collective Worship which includes reflection time - Collective worship is led half-termly by Rev. Mensingh from All Saints Church - our RE planning builds in time for children to reflect on their own thoughts around the key theme. - each half term starts with a Heart Value day, and children are encouraged to reflect on what they have learnt about each Heart Value in relation to their own experiences. 	<p>Children can reflect daily if they choose to, in worship or in their class reflection area.</p> <p>Work scrutiny shows that children share their reflections on what they have explored in RE, PSHE and Heart Values work.</p>

	-each classroom has a reflection area which children can use for thinking time, and these areas have a distinctly Christian feel	
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> - our PSHE curriculum covers many aspects of feelings in context e.g. friendships, responsibilities - through our Positive Behaviour Policy, children are encouraged to reflect on their choices, considering their feelings and others' -where individuals need support to understand feelings, specific interventions are undertaken e.g. Zones of Regulation, Talkabout, ELSA -pupil 'roles' give children the task to explore how they manage feelings in real situations e.g. Playground Pals, Reception Buddies, Lunchtime Monitors -we teach all children to recognise and manage their feelings through The Zones of Regulation programme, with some children receiving additional interventions to support them in this area 	In observations, it is clear our children are articulate when discussing emotions and feelings in a range of contexts, including PSHE and in their responses to literature.
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> - we explicitly teach manners and politeness to our children and make our expectations clear to staff and visitors - our Positive Behaviour Policy rewards mutual respect through Heart Stamps -we reinforce our Heart Values in whole school worship, classroom displays and regular reference by all staff - our School Council holds fortnightly class meetings to discuss any areas that staff or pupils wish to address -our 'Houses' allow children to feel part of a team and work towards a shared goal 	In feedback, most children can articulate, in an age-appropriate way, what it means to be respectful. They can give clear examples of how they show respect for others in our school community.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts, ideas and concerns. - Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - we encourage pupil thinking time when they are answering questions -we hold half-termly 'Let's Think' sessions where children are encouraged to think deeply and respond appropriately to each other's suggestions -our children are taught how to respond positively to each other, but to questions, with phrases such as 'I agree with but have you thought that ...' This is looked for in lesson observations and classroom drop ins. -our theme curriculum allows the children to make explicit links between skills and knowledge learnt in different subjects and apply this in context -investigations and problems are often phrased as questions, to allow children to explore possibilities and understand that there may be multiple answers 	In lesson observations, teachers are observed giving children time to think and formulate their responses. Pupils in all year groups are improving in their responses to questions, by referring back to comments made by other pupils and linking ideas from previous discussions.
Good/Outstanding Practice Guidance from Ofsted	Evidence at Botley CofE Primary	Impact
MORAL		
Providing a clear moral code as a basis for the behaviour which is	<ul style="list-style-type: none"> - our Positive Behaviour Policy is displayed in each class and is at the centre of all our work with our children - we give regular updates and reinforcement of behaviour in worships through celebrating success and discussing issues 	In monitoring, all children are able to clearly articulate, in an age-appropriate

<p>promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - each class recognise a Star of the Week and a half termly Headteacher's Award winner - we have a whole school house counter system with House Captains and half yearly prizes, voted for by the children - we have three clear Heart Values promoted across the school and taught explicitly. 	<p>way, the school's behaviour expectations.</p>
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> -through our School Council meetings, children can raise issues if they feel there is inequality or unfairness and possible solutions are evaluated and put into action - through a range of subjects, we focus on the decisions of key historical figures and debate their judgements and moral view-points. - our RE planning looks at key concepts such as Right and Wrong - through our Positive Behaviour Policy, we ask children to reflect on their choices and think of improved choices for the future - our Heart Values are taught explicitly, and encourage the children to think in terms of respect, individuality and equality -through our PSHE curriculum, we teach values such as right and wrong, justice, democracy and human rights -we have half termly equality sessions using recommended stories to teach similarities, celebrate differences and instil confidence in the children to be different. 	<p>In monitoring, most children are able to articulate what it meant by respect, individuality and equality in an age-appropriate way and give examples of how they demonstrate these values in school.</p>
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - we teach e-safety through our computing planning and explicitly through e-safety days and work with our computer service provider, Harrap - we undertake bullying awareness sessions in PSHE and during Anti Bullying Week through whole school workshops - our School Council have a genuine voice in making decisions, such as how playtimes are organised, marking and our school dinner menu -we have a Kindness Box and Bully Box where children can identify successes and issues and these are addressed through our Head Lunchtime Supervisor and other staff -we work with outside agencies, such as the NSPCC, to provide explicit teaching of safety to the children -Let's Think sessions give children the opportunity to discuss moral issues in a safe and constructive way 	<p>Feedback shows that children enjoy taking part in School Council Class Meetings and feel they can give their views on school-wide decisions.</p>
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - our Behaviour Policy is based on positive praise - we reward children with Heart Stamps for demonstrating our Heart Values in action - the winning houses have a half yearly treat, voted for by the children - we have a weekly Celebration Worship with Star of Week certificates relating to school values and good learning traits. - we have a half termly Headteacher's Award for excellent effort and behaviour -children are invited to sit on the special Stewardship Chair in worship when they have displayed this value in their actions -teacher marking celebrates children's effort and determination -regular monitoring of behaviour and learning behaviours is undertaken through classroom drop ins 	<p>All children receive Heart Stamps for behaviour that reflects the School Heart Values and can articulate the types of behaviours that are rewarded. Feedback shows that children feel they are rewarded for demonstrating school values.</p>

<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - behaviour expectations are regularly reinforced in worships so that our children are very clear on expectations - as a school, we recognise days such as Anti-bullying and Safer Internet, and as part of these days we look at how it feels to be “wronged”. - Winning houses have a “treat afternoon” and it is made very clear how these children have earned their treat - our e-safety Computing planning and our policy make our expectations very clear, as do e-safety meetings and leaflets for parents - we respond to national events in worships and in classes, such as Remembrance Day - When children are consistently not adhering to our Behaviour Policy, we use a personalised behaviour plan which is written with parents. -all new parents sign our Code of Conduct -where there have been national events which the children wish to discuss, teachers are flexible and build time for this to happen in the most appropriate way 	<p>Through School Council Class Meetings, all children feel they are able to raise concerns where they feel the school’s expectations have been breached. Older children feel they can also bring ideas for discussing national issues in further meetings.</p>
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - through our RE planning and curriculum, we recognise the moral codes of different religions - through our PSHE curriculum we teach respect for individual beliefs and values, through units such as ‘Celebrating our Differences’ 	<p>All children take part in a full PSHE curriculum with regular units that develop skills of understanding, respect and compromise</p>
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - our Positive Behaviour Policy gives us consistent rules across the school; school rules relate to respect for property and each other. - rules and expectations are reinforced by House Captains, Playground Pals and School Councillors, as well as staff - children have their own stationary packs and, in this way, are encouraged to take responsibility for their belongings -one of our Heart Values is Stewardship, and this is referred to in the context of the classrooms and our school grounds -we hold regular pupil conferencing to gain pupils’ views on behaviour and improvements to be made -where pupils are not taking the expected responsibility for their actions, this can be addressed through School Council Class Meetings 	<p>We have very few incidents of behaviour that escalate beyond the teachers’ standard classroom behaviour management practices.</p>
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - model individuals are discussed in Whole school, Key stage and Class worships – see worship timetable - we welcome visitors as part of the collective worship including Rev. Mensingh, the NSPCC and other charities - we provide wider opportunities in music; teaching pupils self-discipline and determination - in sport, children are rewarded for fair play, team work and determination in Celebration Worship -individuals are celebrated during Heart Value days, e.g. Suffragettes/Emily Pankhurst in Equality Day 	<p>All children take part in worships and Heart Values work where they learn about individuals who have values and beliefs that have shaped our lives.</p>
<p>Reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> - our Heart Values are displayed inside and outside our main Hall and in every classroom – Classroom and corridor displays are all of a high standard, reflecting school’s vision for curriculum. - our Heart Values are displayed on our school website with an information leaflet for parents -our Christian ethos is clear through displays in our Hall and reflection areas in each classroom 	<p>Our Heart Values are clearly displayed around the school and in every classroom, and monitoring shows these displayed are regularly updated with new ideas.</p>

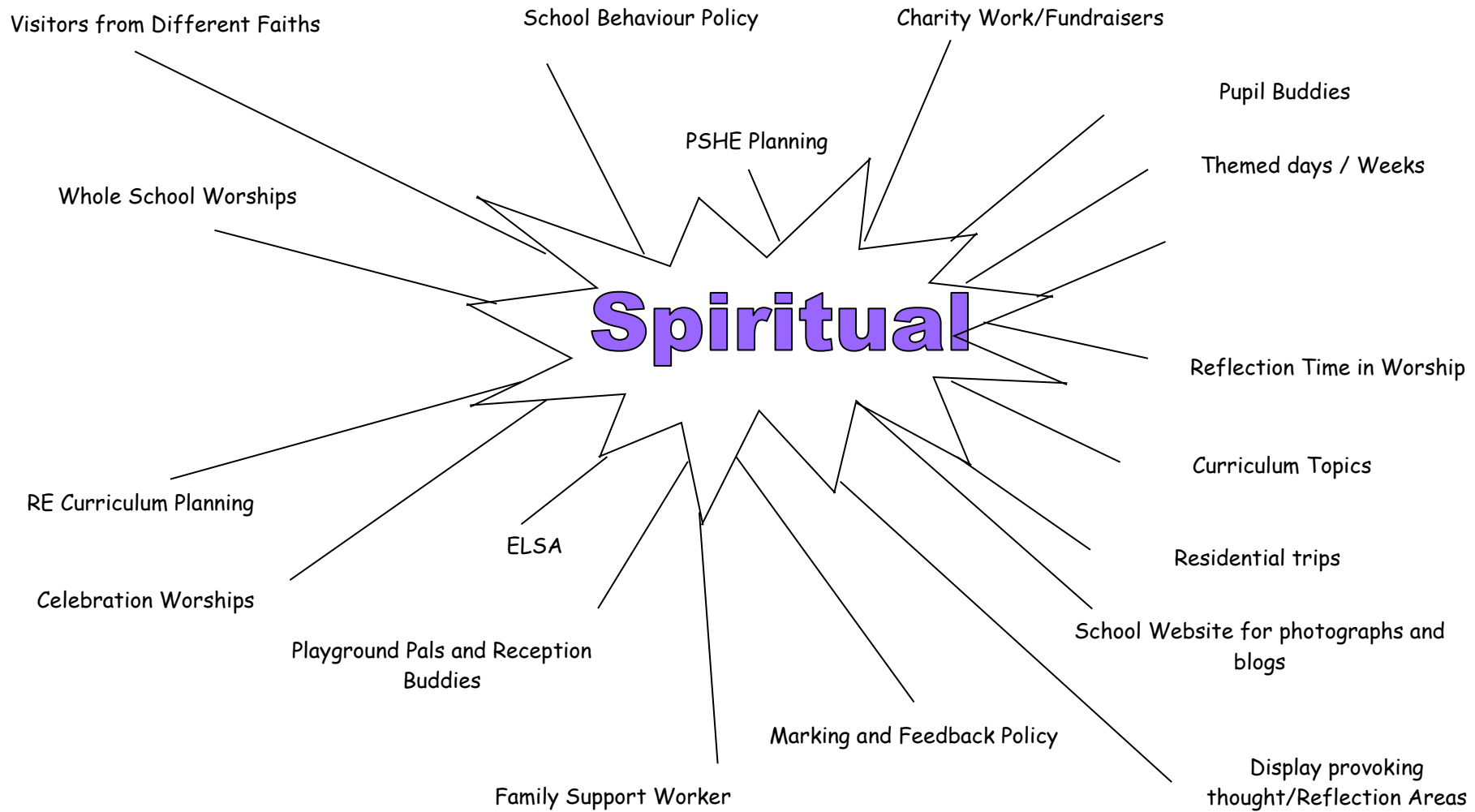
	-anti-bullying posters are displayed in key areas such as toilets so that children are reminded of our expectations and how to report any difficulties they have	
SOCIAL		
Good/Outstanding Practice Guidance from Ofsted	Evidence at Botley CofE Primary	Impact
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - we have a Positive Behaviour Policy with consistent whole school expectations - we have consistent Heart Values the school have agreed upon and promote. -we promote Christian values through worship, display and explicit teaching 	Our Heart Values underpin our Learning and Teaching policies.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - our clear Equality Policy is considered in all policy renewals. - we hold competitive Sports Days in Houses - we take part in a range of community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, singing in local places, Coffee mornings, Fund raising events, Remembrance week, visits to local events such as 999 days at Southampton General Hospital - we provide opportunities family learning through parental coffee mornings and sessions with our Family Support Worker -we foster links with the community through half termly Community Network Meetings with local primary and secondary schools and other community representatives -our School Council involves all pupils and teachers through class meetings, increasing pupil voice in our community -we work closely with Wildern Community College, with staff training at Wildern and senior staff from Botley training for Wildern -we follow the No Outsiders curriculum, supporting children to explore equality and inclusivity through age appropriate stories. 	Our Heart Values are explicitly taught and are shared within the whole community, and observations show children and staff refer to them in the context of everyday school life. Observations show that children engage positively and thoughtfully with No Outsiders sessions
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - our School Council involves all pupils and teachers through class meetings, increasing pupil co-operation - Active listening is taught in Let's Think sessions, and these skills are applied in other lessons - Staff are trained on whole class participation techniques and group work and this is monitored through classroom drop ins -our children take part in regular competitive sporting events - Playground Pals and Reception Buddies support other children to play cooperatively - House Captains organise Houses sport competitions - our ELSA can provide support for individuals and groups who find working collaboratively more challenging -children can take on responsible roles around school which develop collaboration such as Office Angels -pupils can request to organise and run their own lunchtime clubs, such as Lego and Pokémon Club. 	Observations show that our children both enjoy and develop through a range of opportunities to work collaboratively.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - our PSHE curriculum teaches children to challenge stereotypes. - In History, children learn about how different civilisations are organised socially and what we can learn from this -our Geography curriculum teaches children about key social differences between themselves and other parts of the world such as Peru - we follow the No Outsiders curriculum, supporting children to explore equality and inclusivity through age appropriate stories. 	Work scrutiny shows that our children are articulate in discussing their similarities and differences in PSHE sessions.

<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> - our children enjoy working collaboratively to create our Christmas Productions in EYFS and KS1, our Easter Production in Year 3/4 and our Summer Production in Year 5/6 - we hold a Christmas Carol Concert for children, parents and the community each year - we have annual Sports Days for each key stage which parents are invited to attend - half-termly themes have enrichment and enhancement opportunities with visitors and trips - we have regular enhancement days where dress up / thematic creative tasks are planned in e.g. World Book Day events - children can take part in off-site residential experiences in Year 5/6 - every child in the school is one of four houses, and earns house counters through their achievements which, in turn, win prizes for their house 	<p>Our children and parents give very positive feedback to the range of opportunities that we provide, such as residential, themed days and productions.</p>
<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</p>	<ul style="list-style-type: none"> - our RE planning and curriculum gives opportunities for children to develop qualities such as respect for differences, tolerance and understanding - our PSHE curriculum develops children's thoughtfulness, moral principles and self-esteem - through school involvement in community events such as remembrance and charity fund-raising, our children develop a sense of community - we are involved in community events, such as the Botley Autumn Show. - these personal qualities are reflected in our school values of respect, equality and stewardship - we make links with the local community who can talk to the children about the importance of values in their future e.g. local PCSOs, charity organisations 	<p>Our Heart Values are explicitly taught and are shared within the whole community, and observations show children and staff refer to them in the context of everyday school life.</p>
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - through whole school worships we explore challenging issues such as inequality and forgiveness - where there have been national events which the children wish to discuss, teachers are flexible and build time for this to happen in the most appropriate way - we teach equality through half-termly lessons based on recommended stories followed with discussion activities - our School Council meetings give children the opportunity to challenge things that they are concerned about and/or disagree with in school 	<p>Through School Council Class Meetings, all children feel they are able to raise concerns where they feel the school's values are not being followed. Older children feel they can also bring ideas for discussing national issues in further meetings.</p>
<p>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> - we hold pupil elections and a democratic vote for our School Council, whereby children write their own speeches for Council elections and vote - our School Councillors meet with our Pupil Voice Governor twice yearly to take issues to the Governors and attend Governor meetings at least once a year to share their views on school development - our children are involved in Senior Leader Interviews - we hold elections for House Captains, with children writing their own speeches - Let's Think sessions give children a framework to debate important issues such as revenge, loss and poverty. 	<p>Feedback shows that children enjoy taking part in School Council Class Meetings and feel they can share concerns and their opinions around a topic.</p> <p>Monitoring shows that children debate issues with thought and compassion in Let's Think</p>

<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> - the School Council choose how to raise money and fundraise for charities and are involved in genuine whole school change through their Class Meetings and links to the SLT and Governors. - our children can plan further ways to improve our school and present their ideas to their class in meetings - our pupils have roles in school such as Office Angels / House Captains and Digital Leaders, and each role has various responsibilities. -our School Council meets twice yearly with our Whole Governing Body -children’s views are gained through regular pupil interviews around a theme -children can propose to organise and run their own lunchtime clubs -some older pupils have a ‘buddy’ in a younger class who they support with e.g. reading, generating ideas in a paired worship 	<p>Children who undertake additional roles and responsibilities do so effectively and enjoy the additional responsibility.</p>
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> - we encourage parents and other members of the community to volunteer to support pupil’s learning, including regular reading - parents are invited in to work with pupils on extra-curricular tasks such as Gardening Club and Pupil Premium Cooking sessions - Student teachers/SKITT students support the school at regular points in the year -as part of our PSHE curriculum, parents and other members of the community talk to the children about their work e.g. nurses, doctors, PCSOs, gardeners 	<p>Children have given positive feedback to opportunities we have provided, such as Year 6s planting their own tree as a ‘legacy’ for the school</p>
CUL TURAL		
Good/Outstanding Practice Guidance from Ofsted	Evidence at Botley Cof E Primary	Impact
<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> - through our Geography curriculum, children explore different cultures, make comparisons and challenge their assumptions -children can explore other cultures through a range of literature used as driver texts for English Units of Work -in equality sessions, children explore other cultures through story and discuss their reactions 	<p>In observations, children make thoughtful comments to compare other cultures with their own</p>
<p>Extending pupils’ knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> - children explore cultural elements in themes: Peru / Iceland / Arizona / Greece / Egypt/Australia - we share stories from other cultures and countries in class and in worships and use these texts as drivers for English units 	<p>In observations, children make thoughtful comments to compare images of other cultures with their own</p>
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> - we use differentiation and task variation in planning to challenge pupil’s learning, and this is monitored by the SLT through work scrutiny - our PSHE curriculum looks at personal gifts and talents. -we give children opportunities to showcase talents in various subjects including sport, drama and music, e.g. playing a musical instrument to the school in worship - our Year 6 pupils can work with staff from Wildern Secondary School to develop their maths skills further -where appropriate, children are given time to attend additional training opportunities within the school day e.g. flexi-schooling to attend Saints Football Academy, acting auditions -older pupils can support younger pupils in aspects of the curriculum where they excel e.g. supporting younger children with reading, supporting a KS1 class with Computing -roles and responsibilities for children can give opportunity for children to further their skills e.g. Digital Leaders 	<p>Work scrutiny in PSHE and theme shows that children can recognise their strengths and talents and what skills this gives them</p>

<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - we have a creative thematic curriculum and links are exploited and when studying other cultures, we make links to e.g. art / music / crafts. For example, KS1 studied Australia and found out about and recreated Aboriginal art - In literacy, children engage in texts from different cultures. - In RE and worships, children learn about different events in various religions' calendars. - extra-curricular activities are offered in craft, dance, drama, music and sport. - we participate in art projects run through the D@RTS Centre at Wildern Secondary School - we study our local history and how different cultures have shaped it, particularly in our Titanic and Portsmouth Dockyard themes - we take part in the Botley Autumn Show each year and children's artwork is displayed for the community -each year group takes part in activities at All Saints Church throughout the year and their work is displayed for the church community. 	<p>Our 'Year in the Life' board shows the range of activities that the children take part in which are additional to curriculum content, and how much the children enjoy these activities.</p>
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - children in KS1 are taught Makaton to support them in working children with specific needs - we provide opportunities for musicians and drama pupils to perform to their parents. - our drama productions are performed to the wider community and in church - we visit local points of historical interest e.g. the Titanic Museum, Portsmouth Historic Dockyard, the Botley War Memorial - we receive support from Wildern Secondary and an external Spanish teacher to give opportunities for children to learn French and Spanish -our pupils can attend summer activities at the D@RTS arts centre at Wildern Secondary 	<p>Our 'Year in the Life' board shows the range of activities that the children take part in which are additional to curriculum content, and how much the children enjoy these activities.</p>
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - through the school's creative curriculum, we plan exciting thematic topics with cultural links such as Perilous Peru, and G'Day Australia - In history and science, we look at how developments from around the world affect our daily life 	<p>Each theme is evaluated and changed to make improvements to the experiences that our children have.</p>

Spiritual



Moral

Behaviour Policy

House Captains

Pupil roles in school

Fundraising

School trips and Residential Trips

Christian ethos

Sports Leaders

Whole School Worship

PSHE Planning

School behaviour monitoring

School Council

Clear set of Heart Values promoted across school

Curriculum Topics

RE Curriculum Planning

Singing in the Local Community

Paired classes for Class Worship

Positive Approach to Behaviour
Heart Stamps/Heart Counters

School Website

E-Safety Week and Internet Safety Curriculum

Outside speakers on safety and moral issues

Social

