



St Erth Primary School

Spiritual, Moral, Social and Cultural (SMSC) Audit 2022-2023

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 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.

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 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.

Pupils' social development is shown by their:

- 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, developing and demonstrating 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
- 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, respect and celebrate diversity, as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Spiritual Development			
Aims	Objectives	Evidence	Impact
<ul style="list-style-type: none"> • To develop the ability to listen, be still and considerate • To be able to reflect • To develop the ability to sense wonder and mystery in the world • To appreciate the unique nature of human relationships 	<ul style="list-style-type: none"> • To develop imagination • To develop the skill to use all one’s senses • To employ mindfulness techniques, developing an understanding of oneself. • To encourages times for quiet reflection throughout the school day • To develop the skill of being physically still, yet alert • To promote an awareness of and enjoyment in using one’s imaginative potential • To develop curiosity and a questioning approach – discussing issues and themes 	<ul style="list-style-type: none"> • R.E. curriculum and scheme of work • Weekly assemblies that allow of reflection and develop a sense of awe and wonder • ‘Open the book’ Assemblies • Christingle service participation in St Erth Church • Carol Service in St Erth Church • Opportunities to practice mindfulness, Cherish videos, assemblies and whole school events on Mental health. • Opportunities to connect with the sense of awe, wonder and spirituality in Cornwall by connecting with the environment: coastal walks and visits to sites of historical and spiritual importance. • Marking important celebrations major religions through assemblies. • R.E. and British Values website pages 	<ul style="list-style-type: none"> • Children show empathy and develop the ability to reflect on their own and others’ learning and achievements • Pupils develop positive attitudes, values and principles • Pupils have experience and understanding places of worship and of people of various faiths • Pupils develop respect for themselves and others • Pupils develop awareness and understanding of their own and others’ beliefs • Pupils are able to express themselves imaginatively and creatively in a variety of forms



	<ul style="list-style-type: none"> To develop positive self-esteem, respect for themselves and inner confidence To have the opportunity to develop personal beliefs 	<ul style="list-style-type: none"> Achievement assemblies Reflection time in assemblies PSHE curriculum and scheme of work PSHE website page Ready, Reflect review approach to developing metacognition and its promotion in school encourages reflection upon self. School values display and their promotion through teaching and learning across the school. Curriculum opportunities to inspire wonder e.g. in English, science, music, art, music, history, geography etc. 	<ul style="list-style-type: none"> Pupils feel a connection to their locality and the awe and wonder it is capable of inspiring.
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Moral Development

Aims	Objectives	Evidence	Impact
<ul style="list-style-type: none"> To be able to distinguish between right and wrong and to respect the civil and criminal law in England To understand and develop their own principles lying behind decisions and actions To be able to make decisions, accepting and understanding the consequences of their actions 	<ul style="list-style-type: none"> To demonstrate in their actions a developed understanding of the school's values and ethos. To conform to rules in order to promote order for the good of all To understand that there are consequences to actions To exercise self-discipline To tell the truth To respect the rights and property of others To take responsibility for their own actions To develop high expectations and a positive attitude 	<ul style="list-style-type: none"> School's Behaviour Policy, Anti-Bullying Policy and values are understood by all Learning Walks for behaviour and behaviour for learning, Behaviour Log records Children's relationships and care for each other. Children resolving conflicts effectively Year 6 demonstrating responsibility and care in their roles of House Captain, Sports leaders etc. R.E. curriculum and scheme of work Achievement assemblies, House Point system and rewards. Ready, Reflect review and outstanding awards. 	<ul style="list-style-type: none"> There is a positive and supportive school ethos Pupils look after each other and take responsibility for each other; conflicts are resolved quickly and effectively Pupils have very clear values (linked to our School Values) which impact positively on their behaviour; pupils have a definite sense of what is right and wrong Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others



<ul style="list-style-type: none"> To demonstrate appreciation and understanding for the fundamental British values of respect, tolerance and individual liberty. To develop a sense of responsibility, consideration for others, self-respect and self confidence To prepare pupils for the opportunities, responsibilities and experiences of adult life 	<ul style="list-style-type: none"> To develop individual self confidence To be considerate to others To help others less fortunate than themselves 	<ul style="list-style-type: none"> PSHE curriculum and scheme of work Weekly assemblies developing understanding of fundamental British values and the school's expectations of behaviour. Opportunities to discuss characters decisions and motivations through class reading. School's values are well promoted throughout the school through staff interactions and visuals. Parent and pupil surveys indicate high standards of behaviour and effectiveness of the school's anti-bullying work. Pupil Voice and leadership – School Council, House Captains, Eco Council. Curriculum opportunities to discuss and exemplify high moral standards e.g. in English, science, music, art, music, history, geography etc. 	<ul style="list-style-type: none"> Pupils are confident, caring and keen to help others Pupils are consulted on many aspects of school life Pupils have a wider understanding of the needs of others
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Social Development

Aims	Objectives	Evidence	Impact
<ul style="list-style-type: none"> To relate positively to others To participate fully and take on responsibilities To demonstrate appropriate behaviour across a range of situations 	<ul style="list-style-type: none"> To demonstrate a developed understanding of the school's values and Ready, Reflect, Review. To show care and consideration for others To work effectively as part of a group To interact positively across a range of situations e.g. class, 	<ul style="list-style-type: none"> Learning Walks for behaviour and behaviour for learning, Behaviour Log records Healthy amount of break time and opportunity to socialise and play in a wide variety of ways throughout the school day, enables the development of social skills. 	<ul style="list-style-type: none"> There is a positive and supportive school ethos and set of values. Pupils build effective friendships and relationships Pupils are given many opportunities to socialise with a wide range of people and other pupils



<ul style="list-style-type: none"> • To work cooperatively with others • To use own initiative responsibly • To understand our place in our family, school and society • To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in Britain 	<p>break times, clubs, sports events, visits, church services, concerts etc.</p> <ul style="list-style-type: none"> • To be sensitive to the needs and feelings of others • To be able to share and express emotions • To develop an understanding of citizenship and experience being part of a caring community • To realise that every individual can do something well and have something to offer 	<ul style="list-style-type: none"> • All staff employ emotional coaching techniques where appropriate to support children in resolving conflict. • Children’s care for each other across the school, in class and at break times. • School values display and pupils’ articulation of these developing as they move through the school. • Weekly awards in assembly that promote social responsibility for themselves and others. • Pupils have many leadership opportunities: School Council, Eco Council, House captains, Sports leaders. • Pupils have many opportunities to present their learning and achievements – concerts, assemblies, sports events, displays, use of Seesaw app etc. • Extra-curricular provision, residential visits • Achievement Values assemblies, House Point system and rewards • R.E., PSHE and RSE curriculum and schemes of work, British Values work. • Close involvement with the local community e.g. ‘Open the book’ assemblies, work with Feast committee, farmers market, chapel events. 	<ul style="list-style-type: none"> • Pupils look after each other and take responsibility for each other • Pupils develop effective strategies for resolving conflict. • Pupils have very clear values (linked to our School Values) which impact positively on their social skills • Pupils are consulted on many aspects of school life, experience leadership opportunities and are confident to share their views • Pupils have effective relationships with the local community
Cultural Development			
Aims	Objectives	Evidence	Impact



<ul style="list-style-type: none">• To provide pupils with the knowledge and cultural capital they need to succeed in life.• To support pupils to develop an appreciation of the diversity of human creativity and achievement.• To develop a sense of belonging to pupils' own culture and being proud of their cultural background• To challenge opinions or behaviours that are contrary to British Values• To share different cultural experiences• To respect different cultural traditions• To understand codes of behaviour, fitting to cultural tradition	<ul style="list-style-type: none">• To develop a love for learning and an open minded, yet thoughtful approach to all new information.• To develop a love of reading and an appreciation of its cultural importance through antiquity and into the future.• To enable pupils to acquire a broad general knowledge and respect for public institutions and services in England.• To develop an awareness, recognition and appreciation of the arts, i.e. music, art, drama, literature etc. To develop an understanding of different cultures and beliefs locally and across the world.• To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond	<ul style="list-style-type: none">• Wide range of educational and residential visits and visitors to school• Carefully curated reading curriculum that builds from phonics and 5 quality texts a day in EYFS & KS1, on to a reading spine selected for diversity and to build cultural capital in KS2.• Weekly assemblies that link to national and international events, discuss famous and influential figures, mark religious observances and share important pieces of national and international culture.• All pupils learn to speak French; French penfriend project.• Music specialist employed to work with each class for a term each year, enhancing the school's music curriculum. Peripatetic music lessons offered to all.• Wide variety of extra-curricular activities including sporting opportunities, craft, cooking, gardening and mindfulness.• Engagement with local arts and culture: Minnack workshops and visits, Local History walks, Songfest, St Pirans celebrations, Visits to Tate St Ives and Barbera Hepworth Garden, Leech pottery workshops, Visits to Geevor Tin Mine and The Maritime Museum.• Pupils are provided with opportunities to perform in dramatic productions each year. KS2 perform at Hayle Academy with	<ul style="list-style-type: none">• Pupils have a well-rounded education and appreciate human creativity and achievement.• Pupils have opportunities to learn about different cultures, which contributes to the inclusive school ethos.• Pupils feel connected to local culture and are proud of where they live, as well as having pride to live in Britain.• Pupils have an understanding of the world outside their own locality.• Pupils participate in a wide variety of extra-curricular activities, creative and sporting opportunities.• Pupils have opportunities to perform to larger audiences with pupils from other schools; they have opportunities to showcase their diverse talents and feel valued for this.• Pupils have opportunities to experience awe and wonder
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		<p>full staging and high levels of performance.</p> <ul style="list-style-type: none">• Study of traditional stories from around the world in English• R.E., PSHE and RSE curriculum and schemes of work, British Values impact report	
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