'Believe, Excite, Succeed, Together'

SMSC Evidence Welbourn Church of England Primary School

Good/Outstanding Practice Guidance	Evidence at Welbourn CE Primary School
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	• Regular Collective Worship topics linked to themes and values. • Collective Worship timetable recognises key festivals in all religions and special days. • RE curriculum using Lincolnshire Agreed Syllabus. • Harvest Festival Collective Worship and the support of charity voted for by School Council. • Christmas play and carol events within school, outside of school events and at local care homes. • Speakers in Collective Worship to discuss impact on lives; Rev Chris, Inspire+ Paralympian's, Joy Foundation etc • Reflection areas around school • In PSHE/RSE and R.E children have the ability to reflect about their own beliefs, religious and otherwise that inform perspective on life and their interest and respect for different people of faiths, feeling sand values. • In PSHEE pupils gain a sense of fascination in learning about themselves and others in the world around them.
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	• RE Curriculum discussions. • Show and Tell in Reception where children explain what they have done when not in school. • Celebration Collective Worship where children's external activities are celebrated. • Encouraging pupils to share their beliefs with their classes and during Collective Worship.

Encouraging pupils to explore and develop what animates themselves and others.	• RE Curriculum • Global Learning elements throughout all the topics across school.
Encouraging pupils to reflect and to learn from reflection.	• Positive Behaviour Policy. • Charity and fundraising events –Macmillan cancer, Children in Need, Red Nose Day. • Regular Collective Worship. • Collective Worship led by Reverend from local church. • RE planning and curriculum; knowledge and response.
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.	• Dedicated SMSC time in lessons. • Global Learning. • Positive Behaviour Policy.
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	• Explicit teaching of manners and politeness for pupils and staff. • Positive Behaviour Policy rewarding mutual respect and whole class bonus • Reinforcing concepts in whole school collective worships. • Class rules across EYFS and whole school and displayed in each room. • School Council; regular meetings, display and discussion. • Clear set of values across school and on display.
Promoting teaching styles which: -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'.	• Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. • Encouraging pupil thinking time when answering. • Training on Assessment for Learning (AfL) techniques for whole cohort participation and effective questioning

MORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	- Positive Behaviour Policy with display in each class. - Positively worded whole school rules. - Regular updates and reinforcement in Collective Worship. - Super shining stars recognised in Celebration Collective Worships on Fridays. - Whole school team point system with House Captains and team bonus. - PSHE 1decision based lessons where pupils recognise the difference between right and wrong and apply this understanding to their own lives. They learn legal boundaries and about criminal and civil law. They consider moral and ethical issues and the ability to understand viewpoints.
Promoting racial, religious and other forms of equality. 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.	- Trips organised with Religious theme studying different faiths - RE planning. - Positive Behaviour Policy - School Council - Worship and church school values linked to Justice. Equality
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	- E Safety Computing planning. - Bullying lessons, Collective Worship and awareness in lessons and during Anti Bullying Week. Pupil voice in school.
Rewarding expressions of moral insights and good behaviour.	- Positive praise. - Team points system with Team Captains; weekly, termly and Yearly winners. - Celebration Collective Worship with certificates relating to school values and good learning traits. - Class dojo

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.	• Reinforcement in Collective Worship – children very clear on expectations. • E Safety Computing planning and policy. • Respond to national events in Collective Worship. • When on red, consequences delivered with pastoral or external support or senior leadership then follow up.
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	• Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. • Class rules and expectations reinforced by Year 6 Team Captains, Computer leaders and Playground leaders.
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	• Whole school and Class Collective Worship – see Collective Worship timetables. • Visitors as part of the Collective Worship including Reverend from local church.
Whole school and Class Assemblies – see assembly timetables - Visitors as part of the collective worship including Reverend from local church	• School mission statement displayed in front entrance and school hall. • Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. • School values displayed and British Values. • Consistent display within all classrooms with class rules displayed and behaviour policy.

SOCIAL	
Identifying key values and principles on which the school community life is based.	• Positive behaviour Policy • Consistent whole school rules.
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.	• All policies have review statement for equality and inclusion. • Competitive Sports Days in Teams. • Community events; Carol Concert, Church visits, Harvest celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance service, Fairtrade, Coffee morning. • Family learning through parental participation and forums.
Encouraging pupils to work cooperatively.	• School Council. • Learning Partners during class discussions. • Regular competitive sporting events. • Fundraising Events. • Playground leaders. • Team Captains and encouraging others in Celebration Worship.
Encouraging pupils to recognise and respect social differences and similarities.	• Elements of lessons, when challenging stereotypes. (PSHE/RSE) • School Worship. • Children's class Charter. • Acceptance and review of British values in worship times.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	• Christmas Productions • Sports Day. • Termly topic plans have enrichment and enhancement opportunities with visitors and trips. • Enhancement days where dress up / thematic creative tasks. • Creative high standard topic books. • Residential experiences

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.	• RE planning and curriculum. • School involvement in community events such as remembrance. • Involved in community improvements with Parish Council. • Reflected in our school values: generosity / respect / thankfulness.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	• Aspirations week.
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.	• Pupil elections and democratic vote for School Council. • Children write own speeches for Council. • Pupil training for Playground leaders. • Pupil voice on selection of Team Captains/Head Boy/Girl
Providing opportunities for pupils to exercise leadership and responsibility.	• School Council choose how to raise money and fundraise for charities and involved in whole school change. • Children plan further ways to improve our school. • Pupils have roles in school such as sports and playground leaders.
Providing positive and effective links with the world of work and the wider community.	• Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks. • Parents invited in to discuss their work
CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	• Challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	• Cultural elements in topics studied: Greece / Egypt/Africa/India • Sharing stories from other cultures and countries in assemblies.
Recognising and nurturing particular gifts and talents.	• Differentiation in planning to challenge pupil's learning. • Giving the pupils opportunities to showcase talents: Music/Choir ; inter school sports;

Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	• Learning Curriculum - Links exploited and when studying other cultures make links to art / music / crafts. • In RE and Collective Worships, children will learn about different events in various religions' calendars. • Y6 Leavers service.
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.	• Theatre trips for some year groups. • Outside speaker to share cultural traditions/workshops.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum	• Curriculum links and themed weeks.