

# Dinglewell Junior School – SMSC Audit September 2017

	SECURE	WORKING TOWARDS	STILL TO DEVELOP	Evidence and development
<b>Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:</b>				
A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;	X			Very clear values across the school and supported by all staff School values are respect, kindness, co-operation, responsibility, perseverance, honesty. Assemblies linked to one of these values each half term. Whole school reward system based around our school values with Celebration Assembly where merit certificates are awarded linked to values and collecting house points for effort and showing our school values. Half termly whole school homework based around values which have contributed to displays. If a child does not adhere to our school values then there is a clear warning system. There are positive principles and beliefs in school by a clear ethos. Discover, Inspire, Nurture and Grow is our school headline. There are collaborative displays around the school encouraging our belief that we are all one family working together to be the best we can be.
An awareness and understanding of their own and others' beliefs;	X			RE Curriculum and worship Assemblies ensure children are aware and understanding of different types of worship, beliefs and religions. Y5 Trip to Mosque 2017 Whole school Christingle service at church Dec 2016
A respect for themselves and for others;	X			Golden rules, class charters circle time, assemblies, school values
A sense of empathy with others, concern and compassion;	X			Clear support of others <ul style="list-style-type: none"> <li>playground friends creating games for younger children to play.</li> <li>Friendship stop</li> </ul> fundraising projects e.g. Winston's wish, 10 acres of forest in South America, NSPCC, fund raising, race for life, cat rescue (led by individual children and school council) Assembly stories modelling compassion and empathy Foodbank assembly and collection during Harvest Festival. Christmas shoebox assembly and appeal
An ability to show courage in defense of their beliefs;	X			Show and tell, circle time, RE & PSHE curriculum Writing persuasively about beliefs in English
A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;	X			Circle time discussions show pupils very aware of importance to challenge.  PSHE – particularly Y5 unit on stereotyping PSHE - Make me a superhero
An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;		X		RE planning in y3 in particular, assemblies
A respect for insight as well as knowledge and reason;	X			RE & Science Curriculum
An expressive and/or creative impulse;	X			Art – visiting artists, art week, art club. Artsmark silver award Displays around school are beautiful and inspiring Creative competitions E.g. design decoration for xmas tree. Creative writing (dazzle board) Homework that can be chosen from a range so that children can build on strengths
An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and		X		Aware of how their/others feelings and emotions impact e.g. through friendship circles, playground friends, buddy bench. Sharing friends worries through bubble time. Our school values promote thinking of the 'whole' by being kind to each other, respecting everyone in our school, persevering with a task to gain independence. As a school we are always thinking about how we make others' feel

# Dinglewell Junior School – SMSC Audit September 2017

emotions and their likely impact.				and this is promoted through assemblies etc., but also through our day to day teaching as it is an expectation.
<b>Schools that are encouraging pupils' spiritual development are likely to be:</b>				
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;	X			Clear structure of RE lessons, assembly messages, circle time discussions. Children leading parts of assemblies. Visiting guests at assembly to share their beliefs and religious messages (Christian)
Encouraging pupils to explore and develop what animates themselves and others;	X			Children given the opportunity to lead own ideas e.g. healthy snack club, Dinglewell's got talent, friendship bracelet stall, sponsored cake making. Choosing homework that plays to strengths
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;	X			Circle time CPSHE Y4 units Pink Curriculum, Cambridge and SEAL programmes Work led by our Pastoral Inclusion Manager with individuals and groups of children helping them to understand how they impact on each other.
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;	X			Very clear ethos in our school that allows everyone to thrive. Clear school values Displays Celebrated through the whole school and commented on by visitors
Accommodating difference and respecting the integrity of individuals;	X			Pupils celebrated by staff and each other for their own strengths during celebration Whole staff training on IMPACT (autism awareness) Celebrating different cultures and beliefs through our rich and varied curriculum
Promoting teaching styles which: -Value pupils' questions and give them space for their own thoughts, ideas and concerns; -	X			VAK learning styles used effectively, teaching reflective and reactive. Pupils happy to share and challenge theirs and others' thinking in lessons. Self-selection of level of task/learning. Class observations show children question and have time for thinking in lessons. Maths – Do it, Stretch it, Deepen it – problem solving, working together.
Enable pupils to make connections between aspects of their learning; -		X		Language of Learning needs to be used throughout whole school, part of SDP focusing on and developed through assembly. Curriculum pathways and learning journeys shared.
Encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what';		X		This is apparent throughout our curriculum. History and Geography lessons begin with a key question and often leads to other questions asked by children, lessons are based around how to find the answers.
Monitoring in simple, pragmatic ways, the success of what is provided.		X		Targets, Pupil forum and pupil questionnaires carried out by class teachers, SLT, Governors. Parent questionnaires
<b>Pupils who are morally aware are likely to be developing some or all of the following characteristics:</b>				
An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;	X			Clear moral codes shown throughout the school (staff, Pupils and parents). Clear behaviour policy linked to school values with and sanctions
A confidence to act consistently in accordance with their own principles;	X			Children who have a faith will be confident to share their beliefs during RE lessons Children act in accordance to their own principles and will tell an adult if someone is not acting in the way they think they should
An ability to think through the consequences of their own and others' actions;	X			Friendship Club, Circle of friends, Pastoral Inclusion Manager and the Dinglewell Den Anti-bullying two week project, run yearly. Clear rewards and sanctions Clear Values
A willingness to express their views on ethical issues and	X			Generally children are confident to express their views

# Dinglewell Junior School – SMSC Audit September 2017

personal values;				
An ability to make responsible and reasoned judgements on moral dilemmas;	X			CPSHE RE year 5 unit codes of conduct
A commitment to personal values in areas which are considered right by some and wrong by others;	X			School values work RE Y5 unit codes of conduct Rights Respecting Child work
A considerate style of life;	X			Golden Rules, class charters
A respect for others' needs, interests' and feelings, as well as their own;	X			Show and tell assemblies, house assemblies
A desire to explore their own and others' views;	X			RE year 6 unit my spirit my life
An understanding of the need to review and re-assess their values, codes and principles in the light of experience.	x			PSHE work Think Pink on behavior sanctions Detention time to think about actions and think of what should have happened.
<b>Schools that are encouraging pupils' moral development are likely to be:</b>				
Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;	X			The school consciously supports a positive moral code that comes across in all of its work, this has been seen and discussed by visitors.
Promoting racial, religious and other forms of equality	X			Policy in place and acted upon, pupils aware of what is expected Global learning champion helped to enhance our curriculum.
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;	X			Clearly achieved through schools' work. Effective school council. PSHE work based around moral concepts  Rights Respecting Child work to be revisited
Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making;	X			Clearly supported by all staff.
Rewarding expressions of moral insights and good behaviour;	X			Rewards across the school. A variety of awards for work ethic, behaviour and attitude etc. Children who always do the right thing are rewarded with house points
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 school;	X			PSHE and assembly
Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;	X			Ongoing and throughout the school by all staff especially teachers and TAS, training for MDS and admin staff given.
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;	X			The school is significantly white English as is the local community but tries to staff widely (includes Indian, St Helena, Swiss staff members) School has a French teacher that covers PPA and delivers French across the school ensuring that culture is covered
Encourage pupils to take	X			Clear behaviour code for whole school following school values

# Dinglewell Junior School – SMSC Audit September 2017

responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;				
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;		X		Looking at including models of moral values more in our curriculum Houses named after local people of worth
Reinforcing the schools' values through images, posters, classroom displays, screensavers, exhibitions, etc;	X			Displays support school values, including a conscious view to celebrate pupils through photograph canvases across the school. School exhibition of work at local museum, library and Glos Cathedral. Open days and end of topic celebrations. Class assemblies
Monitoring in simple, pragmatic ways, the success of what is provided.		X		Not completely in place, looking at methods of monitoring at present.
<b>Pupils who are becoming socially aware are likely to be developing the ability to:</b>				
Adjust to a range of social contexts by appropriate and sensitive behaviour;	X			Commented on when pupils visit and by visitors
Relate well to other people's social skills and personal qualities;	X			Children with disabilities are accepted without issue
Work, successfully, as a member of a group or team;	X			Extensive choice of clubs
Share views and opinions with others, and work towards consensus;	X			School council
Resolve conflicts and counter forces which militate against inclusion and unity;	X			Friendship club
Reflect on their own contribution to society and to the world of work;	X			Curriculum based around outcomes including enterprise, industry links for future, community e.g market, museum. Support local community by supporting local guide centre to raise funds, carol singing at care home. PSHE pink curriculum,
Show respect for people, living things, property and the environment;	X			School values RE Forest School
Benefit from advice offered by those in authority or counselling roles;	X			Dinglewell Den and Pastoral Inclusion Manager NSPCC assembly Safe Internet assembly PCSO
Exercise responsibility;	X			School value
Appreciate the rights and responsibilities of individuals within the wider social setting;	X			Send my child to school
Understand how societies function and are organised in structures such as family, the school and local and wider communities;	X			Curriculum supports this
Participate in activities relevant to the community;	X			GSP, Hucclecote Library, Singing at Home for Elderly at Christmas, Working with local guides, supported local scouts, Dinglewell Infants, Lottery funded trim trail open to pupils after school, community days run in holidays, Sporting Events,
Understand the notion of interdependence in an increasingly complex society.		X		CPSHE Y5 units
<b>Schools that are encouraging pupils' social development are likely to be:</b>				
Identifying key values and principles on which school and	X			Clear school ethos, vision and aims School Values

## Dinglewell Junior School – SMSC Audit September 2017

community life is based;				
Fostering a sense of community, with common, inclusive values;	X			Inclusive values evident School values
Promoting racial, religious and other forms of equality; Encouraging pupils to work co-operatively; Encouraging pupils to recognise and respect social differences and similarities;	X			Visitors for assembly Visitors taking to classes Charity Fundraising School visits to Mosque, church Team work
Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;	X			Assemblies, team activities, residential, school productions, staff production.
Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self respect;	X			RE People of Faith Assemblies Celebration Assemblies Dinglewell Den Pastoral Inclusion Manager School values Global citizen work
Helping pupils resolve tensions between their own aspirations and those of the group or wider society;	X			Dinglewell Den Assemblies Pastoral Inclusion Manager
Providing a conceptual and linguistic framework within which to understand and debate social issues;		X		School council, Debate work within year 6
Providing opportunities for engaging in the democratic process and participating in community life;	X			School chairperson voted in after democratic vote, manifesto shared, parties canvas for votes, links with local council members
Providing opportunities for pupils to exercise leadership and responsibility;	X			Leadership through healthy snack club, school council, pupil forum, playground friends, fundraising teams. Librarians Global citizen
Providing positive and effective links with the world of work and the wider community;	X			See curriculum
Monitoring in simple, pragmatic ways, the success of what is provided.		X		Can I statements SC that children think they have achieved
<b>Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:</b>				
An ability to recognise and understand their own cultural assumptions and values;	X			RE curriculum Assemblies Visitors to school
An understanding of the influences which have shaped their own cultural heritage;	X			RE curriculum
An understanding of the dynamic, evolutionary nature of cultures;	X			Curriculum - humanities
An ability to appreciate cultural diversity and accord dignity to other people's values and beliefs, thereby challenging racism and valuing race equality;	X			International art week. International day of languages, RRS award, full international award, Global Dimensions week. Maths week linked to Winston's wish star activity for Christmas

# Dinglewell Junior School – SMSC Audit September 2017

An openness to new ideas and a willingness to modify cultural values in the light of experience;	X			Assemblies RE & CPSHE curriculum
An ability to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture;	X			RE units Christmas Lessons Easter production Art/curriculum clubs Art weeks
A willingness to participate in, and respond to, artistic and cultural enterprises;	X			Artist facilitating whole school artwork. Art club creating inspirational art display. Work with AST for art. Link with choir at Gloucester Cathedral. Celebration for art at Glos Cathedral Science day Global citizens
A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;	X			Royal Shakespeare production. Christmas production curriculum
A regard for the heights of human achievement in all cultures and societies;		X		Assemblies Curriculum
An appreciation of the diversity and interdependence of cultures.		X		Language clubs
<b>Schools that are encouraging pupils' cultural development are likely to be:</b>				
Providing opportunities for pupils to explore their own cultural assumptions and values;	X			RE & CPSHE units
Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;	X			RE curriculum Clear racism reporting
Extending pupils' knowledge and use of cultural imagery and language;	X			RE units, Assemblies,
Recognising and nurturing particular gifts and talents;	X			School orchestra, circle time, celebration assemblies, violin assemblies, pupils playing instruments at start of assembly , sporting clubs and teams, art weeks, Deeper learning
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;	X			Visiting Artist Christmas production Music club Choir Drama with RSC Playing instruments at start of assembly School Mural
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign language exchanges;	X			Celebration of art at Glos Cathedral History of our school- Glos cathedral Science festival Singing at care home Year 3 young voices Singing at Gloucester Cathedral Visiting artists exhibition Y3 display at Glos museum Y5 display at Hucclecote library Winner of Young Photographer – Gloucester School Mosaic Race for life
Reinforcing the schools' cultural values through displays, posters, exhibitions etc;	X			Evidence around the school Global citizen work
Auditing the quality and nature of opportunities for pupils to extend their cultural development across		X		This audit is updated at least yearly



# Dinglewell Junior School – SMSC Audit September 2017

the curriculum ;				
Monitoring in simple, pragmatic ways, the success of what is provided.		X		School council Pupil and parent questionnaire



Whole school Mosaic



House Banners



Cross in hall made during Arts Week



Values display with homework



Reach for the stars Maths Display in hall



Hall Display by Art Club



Whole School celebration display Global Citizens

