



Flamborough C.E (VC) Primary School
Spiritual, Moral, Social and Cultural (SMSC) Audit 2022 – 2023



Growing with God and Striving for Excellence

At Flamborough CE Primary School, we recognise that the personal development of pupils plays a significant role in their ability to learn, achieve and thrive as they grow up in modern British society. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of a range of cultures.

Our curriculum is designed to ensure that our pupils have the opportunity to learn and reflect on the British values that underpin our lives and to recognise the valuable role that they play as emerging citizens in British society.

Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural - Appreciate cultural influences, appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

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.

Through our provision of SMSC, we ensure promotion of British Values:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Spiritual Development		
Aims	Evidence	Impact on pupils
<ul style="list-style-type: none"> • To develop the 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 • To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them • To have imagination and creativity in their learning • To develop a willingness to reflect on their experiences. 	<ul style="list-style-type: none"> • R.E. curriculum and scheme of work • Visits to St Oswald's Church for worship • Visits to the Methodist Church • Visit by Razi • Celebration assemblies and collective worship • Child led collective worship • Collective worship led by members of the church and the Methodist chapel. • Reflection time in worship • PSHCE curriculum and scheme of work • Greg Trout kindness workshops – mindfulness colouring, relaxation • Christian Values – central display, class displays • School fundraising for charitable causes – Macmillan, Breast cancer, RNLI, DEBRA, Children in Need, Comic Relief, Prostate Cancer. • Brownlee Triathlon Event at Hymers College • Panathlon – inclusive bowling • Commonwealth Festival • Class and individual prayers during the school day. • Curriculum opportunities to inspire wonder e.g. in English, science, music, art, music, history, geography etc. 	<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 a first-hand experience of other places of worship and of people of other 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
Areas for Development		

Moral Development		
Aims	Evidence	Impact on pupils
<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 the principles lying behind decisions and actions • To be able to make decisions, accepting and understanding the consequences of their actions • 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"> • School Code of Conduct, Positive Behaviour, Anti-Bullying Policies understood by all • Learning Walks for behaviour and behaviour for learning, Behaviour Log records • Looking after others in school e.g. Playground Young Leaders • R.E. curriculum and scheme of work • Celebration assemblies and collective worship, ClassDojo Point system and rewards • PSHCE curriculum and scheme of work • Y6 Anti-social Behaviour workshop visit led by Humberside Police • Police, Fire Brigade, water safety • Christian Values – central display, class displays • Pupil Voice and leadership – School Council, Sports Council, Young Leaders • Pupil and Parent Surveys evidence positive views about pupil behaviour and the ethos of the school • Charity support • Safer Internet Days • E-Safety displays • British values displays • Delivery of Harvest boxes to local residents 	<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 Christian 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 • 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
Areas for Development		

Social Development

Aims	Evidence	Impact on Pupils
<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 • 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 England 	<ul style="list-style-type: none"> • Learning Walks for behaviour and behaviour for learning, Behaviour Log records • Looking after others in school e.g. Young Leaders • Christian Values – central display and displays in classrooms • Pupils have many leadership opportunities: School Council, Sports Council (councillors elected through a democratic voting system), Junior Travel Ambassadors, Young Leaders • Pupils have many opportunities to present their learning and achievements – concerts, website, weekly newsletter, sports events, displays, use of ClassDojo etc. • Extra-curricular provision, residential visits • Celebration assemblies, ClassDojo system and rewards • R.E., PSHCE and RSE curriculum and schemes of work, British Values assemblies • Charity support • Stay and read sessions for parents in the classrooms • Parent lunches and picnics • Close involvement with the local community e.g. St Oswald’s Church, the Methodist Church • Y6 pupils organise and run sports events such as sports days. • Bike ability and scooter training. • Northern Ballet Workshops, author visits and workshops, secondary school staff to deliver lessons, science experts, members of different faiths. • Class monitors and jobs lists • E safety 	<ul style="list-style-type: none"> • There is a positive and supportive school ethos • Pupils build effective friendships and relationships • Pupils are given many opportunities to socialise with a wide range of people and other pupils • Pupils look after each other and take responsibility for each other • Pupils have very clear values (linked to our Christian 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

	<ul style="list-style-type: none">• A range of extra-curricular clubs including fencing (working towards a range of awards), Maypole dancing, Flamborough Long Sword dancing (leading to displays in the village at Christmas)	
Areas for Development		

Social Development		
Aims	Evidence	Impact on Pupils
<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"> • Wide range of educational and residential visits and visitors to school • All pupils will learn to speak French • Northern ballet performances at the theatre and workshops in school, theatre visit for pantomimes; Y5 and Y6 Concerts, express performances, music lessons, Samba lessons, annual nativity plays and leavers plays, choirs to perform in concerts e.g. the Big Sing, the Big Little Sing, televise concerts for children in need. • Wide range of extra-curricular provision and high levels of participation • Study of traditional stories from around the world in English, World Book Day, author visits. • R.E., PSHCE and RSE curriculum and schemes of work, British Values assemblies and classroom activities • Visits to St Oswald's Church, the Methodist Church, visit by Razi, Icthus bible group etc. • History days in school eg Roman, Egyptian themed days and experts delivering sessions. • Museum visits • Residential trips • Taking part in Flamborough traditions eg Flamborough Longsword dancing, Viking fire festival • Themed days/weeks including food tasting 	<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 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
Areas for Development <ul style="list-style-type: none"> • Opportunities to visit places of worship and learn from people of different faiths 		

