Spiritual, moral, social and cultural development of pupils: Analysis

Dates: 13/12/2024

Aim	Observations	Activities where this can be observed/evidenced	What is the impact on pupils?
Develop pupils': Self-knowledge, Self-esteem and Self-confidence Dynamic seating at Meet and Greet (Social) to reflect differences and changes in personal circumstances and peer groupings. Teaching exchange rates	• All pupils actively participate in lessons and those who were reluctant when they joined the school, have this as one of their personal targets. • Pupils reminding each other and adults of the rules and expectations e.g. we do not use the 'b' word (boring) at school and 'We do not sit on tables'. • Pupils sharing the achievement of peers in Meet and Greet and assemblies. • Sharing alternative was of solving problems such as in maths – how to multiply or divide decimals by 10, 100, 1000 etc. • All pupils feel comfortable to present ideas to the group, share their ideas, offer alternative points of view. • There is a steady increase in reading, spelling and Maths levels as compared to data on entry. These are displayed in	• Morning staff briefing. • Meet and Greet • Books and written work • Assemblies • Praise • Rewards – daily, weekly and termly • Classroom participation • Breaks and lunch • Peer – teaching (Maths) • Tick sheets • Individual Learning Plans • Enrichment sessions • MBS • Learning grids (prior knowledge and progress levels) • Database of certificates • Parent communication • Pupil discussions • Termly testing results for reading, spelling and maths • End of day staff briefing • Proud of our ethos – statement on display, signs, minibus.	• Reduction in the number of major incidences reported. • A higher proportion of 100% achievement in daily personal targets set (see target sheet data). • All pupils contribute to breakfast challenge during Meet and Greet. • Average of £1 earned in pennies per week. • The number of pupils achieving awards: daily (rocky road and WOW time), weekly and termly certificates is steadily increasing. • There is growing evidence of increase in independent learning and contribution to classroom participation. • Quality and quantity of work in books and other sources show a growing confidence in writing. • Social interactions including play during breaks and lunch is safe and interactive. • Improved progress and attainment in formative and summative half termly assessments.

	pupil's books to inspire and encourage further progress. • Pupils' tick sheets show that they are most often achieving 100% of their daily targets. • More than 80% of pupils have participated in staff interview process. • All pupils have led tours for visitors, guests, new and prospective pupils and their families. • A significant proportion of pupils have acted as junior chefs and waiters in events such as Christmas meal and Official opening of the school. • Pupils learn about themselves through baseline assessments such as All about me and topics such as Who am I in lessons.		
Enable pupils to: distinguish right from wrong, respect the civil and criminal law of England	• Peers can be seen helping each other manage their behaviour choices for example – reminding each other of consequences of actions. • Pupils who breach school rules and expectations are quick to apologise and restore relationships.	• Meet and Greet • Assemblies • Learning Area: discrete topic in The Society I live in • Use of scripts • Policies, procedures and practices • Routines and structure • Displays	• 100% of pupils show an ability to distinguish right from wrong. • 100% of pupils demonstrate an ability to think through the consequences of their own and others actions (restorative processes). • 100% of pupils are confident and willing to express their views on ethical issues and personal values.

	• In Mind, Body, Spirit sessions, pupils cover the following: o The different ways children can access the internet. Sharing with peers the different ways that a child may be unsafe on the internet.	• Books and written work • Posters • Parent feedback • Pupil voice • Staff voice	• 100% of pupils show, almost always (unless they are struggling with their own needs) a respect for others' needs, interests and feelings as well as their own. • Pupils learn life lessons on consequences of breaking the law • Pupils feel reassured that systems make them feel safe and secure
Encourage pupils to: Accept responsibility for their behaviour, show initiative, contribute positively to the school, the local area and the wider society	• Pupils who complete catch up during their WOW time do not challenge this. • Pupils can be heard apologising to each other when a rule is breached or behaviour choice is unacceptable. • Pupils follow hygiene routines consistently and confidently including teeth cleaning, the cleaning of the tables after eating, sanitizing desks and chairs at the end of the day, etc. • Pupils have participated in making gift bags for the elderly and homeless which were then delivered by the Salvation Army. • Pupils have strong relationships with the guests of Alexander Court who they visit once a month during Enrichment sessions. • Pupils participated in a local BFER project called 'Edge' to develop their leadership and teamworking skills in 'forest-school' like activities.	• Community engagement: CBC • Christmas Lunch • Theme Day: Loneliness, Fair trade • Learning Areas: The Society I live in, The World of Work, The World Around Me • Helping with cleaning and tidying • Pupil ambassadors • Hygiene responsibility in class • Morning routines • Handwashing routines • Meal etiquette	• 100% of pupils participate in charity fundraising and community events. • All pupils can confidently volunteer and exercise leadership (such as school ambassadors) and responsibility. • All pupils show an interest and keenness to participate in inter-generational work (such as 'gift boxes for the elderly).
Enable pupils to know and respect:	• In The Society I Live In lessons, pupils are taught about the law	• Learning areas	• All pupils have accepted and adapted to The Damara School's

How public institutions work, How public services work	and the role of the police, justice system, the NHS, Jobcentre, etc.	• Meet and Greet challenges	set of values, principles and beliefs. • All pupils are able express innermost thoughts and feelings through engaging in activities that they would normally not engage in or have an interest in, for example using a range of colours other than those they like (yellow and orange).
Enable pupils know and respect: Their own culture, other cultures	• The school has multicultural workforce who share their cultural experiences with the children at every opportunity.	• Diversity in staff and governors • Learning areas: The World of Work and The Society I Live In	• All pupils are comfortable explore values and beliefs including religious beliefs and the way in which they affect people's lives. • All pupils show an awareness and interest in cultural awareness and awareness of diversity.
Encourage pupils to respect other people including those with protected characteristics	• Pupils follow the 'one voice' rule, where everyone listens while one person speaks. • Pupils wait until lunch is served to every pupil before they start eating. • One of the themes covered in EOMI is Outside My Comfort Zone. Here pupils cover the following objectives: Look through the picture book: Racism and Intolerance (Children in Our World). Discuss what you think it means. Talk through some personal experiences of meanness. How did it make you feel? Draw, sing, design a game, write a poem or produce a short drama piece of how racism may make someone feel.	• Theme Days • Enrichment • Break and lunch times • Meet and Greet • Assemblies • curricular activities and events • positive relationships with parents / carers and the wider community • the learning and teaching environment; • inclusion; • displays; • fundraising for charity; • a wide range of visits and visitors • pupil induction procedures	• All pupils demonstrate the ability to consider and respect a diversity of opinions. • All pupils, under supervision work and learn co-operatively. • All pupils are able to demonstrate the skills of empathy and tolerance. • All pupils can recognise and respect differences and similarities in each other, staff and other adults. • All pupils understand discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.

	In The Society I Live In lessons, pupils cover the theme Ubuntu which means community or people. Here they learn and explore about their heritage and share this with others, cultural creation stories such as Indian and African creation stories. They also work through the theme: Imperfect Society where they explore diversity and the plight of refugees.	various aspects of our enrichment and extra-curricular programmes	

Any other comments

The following topics or themes are covered in the different Learning Areas. These promote SMSC for every pupil.

Exploration of My Imagination:
Theme: Dare to dream
Topics:
- Finding the dream in the story: I dream of becoming…
- Engaging my inner self – thinking with my hands!
- Fake it till you make it

Theme: The magic of rhythm
Topics:
- The anger in me – is that really me!
- Digital reality – a photo says a thousand things
- The fantasy world: Surrealism

Theme: Outside my comfort zone
Topics:
- Play it by ear – I listen therefore I can do
- Different is beautiful!

Mind, Body, Spirit
Theme: Safe living
Topics:

- Personal safety – online safety
- Safety in the community – my body belongs to me
- Safety in the home – hazards in the home

Theme: MIND – My Impulses Nurtured Differently
Topics:
- Nature vs nurture – I was born this way
- Impulsivity vs cautiousness – kind words
- Separate yourself from the situation – my worried self

Theme: Living well
Topics:
- Healthy eating – an apple a day keeps the doctor away
- Exercise – head, shoulders, knees and toes

The Society I Live In
Theme: Ubuntu
Topics:
- Who am I? Where have I come from? Me and my family
- We all came from somewhere! – Cultural Creation
- My rights and responsibilities – Being kind to others

Theme: A divided nation
Topics:
- The law cannot control me! – The role of the police
- An imperfect society – Gangs
- Diversity: Crossing the borders – diversity and refugees

Theme: Money-wise
Topics:
- Our welfare state – unemployment
- Money, Money, Money – I love money!

The World of Work
Theme: Personal Awareness
Topics:
- Physical Awareness – This is me!

- Emotional Awareness – All about me
- Social and environmental awareness – unkindness

Theme: Relationships at the workplace
Topics:
- Informal and formal relationships – me at school
- Life Events – My feelings, my reactions!
- Tackling discrimination – bullying

Theme: Securing the job!
Topics:
- Types of work and new technologies – jobs in my family
- Applying for jobs and courses – looking for a job

The World Around Me
Theme: Creation of the world
Topics
- How did we get here? The Big Bang Theory and the universe
- The history of life: Human evolution vs biblical creation of man
- The impact of the World Wars on our world

Theme: Journey through discovery
Topics:
- The science of early life: The age of the dinosaurs
- The history of early life: Ancient civilisation
- The science of the universe: Astronomy vs Astrology

Theme: Respecting our world
Topics:
- Science and Technology
- Nature and its rights!: Climate change

SMSC across the learning areas

Learning Areas	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Maths **Enrichment: Young Entrepreneur** **The World of Work** **The Society I Live In**	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time; or working out the cost of feeding a family for a week. By considering pattern, order, symmetry and scale both man-made and in the natural world. By considering the history of rotational symmetry and the patterns that have been created as a result. By exploring how prime numbers are used to decode IT systems. We promote a sense of wonder in the exactness of mathematics in the	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people did? By reflecting on data that has moral and ethical implications; for example, pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid. By reflecting how we each answer the same question allowing each to listen and learn from each other. We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By listening to and understanding the responses of others. By analysing social data e.g. on health care, poverty, or bullying. In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence. We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners. We help pupils develop their mathematical voice and powers of logic, reasoning	By asking questions about the history of Maths: for example, 'What did the Egyptians, Greeks and Indians discover that we still use in Maths today?' By investigating systems of numeracy from other countries and regions across the world. We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots. We look to make explicit reference to Mathematicians' contribution to progression of the subject as we teach topics throughout our Schemes of Work.

	exploration of infinity, pi, e, topology, complex numbers and real-world examples. We talk about the 'wow' factor when the pupils make connections in maths. Examples are when we investigate different number sequences and in particular the Fibonacci sequence which is evident in nature all around us.	data that they are presented with. We show the students that we are on a quest for truth rather than jumping to conclusions. We explore and evaluate the use of statistics to inform or mislead in our current, data-obsessed society. We explore the term 'fairness' in society and explore fairness in probability. We also use pupils Maths' skills to understand risks and real-life financial planning. The importance of understanding which "average" is used by different forms of media and why they may have made that choice? Stereotypical bias when teaching questionnaires and samples. The pupils are also taught how to word questionnaires so as not to embarrass people such as when they are conducting surveys on how much money people	and explanation by offering explanations to each other. We exhibit pupils work in classrooms – to share their good practice and celebrate achievement through creating informative displays. We use data collection opportunities from others in the school.	We investigate and research cross-cultural patterns – tessellation. We demonstrate and encourage diverse techniques e.g. for multiplication that have derived from different ancient civilisations – Russian / Chinese multiplication, Napier's Bones etc.

		have; have they ever been in trouble with police; and how much they weigh.		
English and Literacy	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language and discovering 'awe and wonder' in words. The Society I Live In present students with opportunities to consider other world religions and belief systems. They will also be able to develop an appreciation of other cultures and the positive things we can learn from them. Film projects integrated into SOWs to develop student engagement with the Arts and enable them to analyse film as a creative work rather than simply entertainment.	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this, they are developing their speaking, listening and higher order thinking skills. By considering different perspectives. Novel studies – Wonder, Harry Potter, The Hunger Games and Hetty Feather – all allow and require students to write from characters' perspectives. This promotes empathy and insight whilst also furthering writing and verbal skills.	By supporting conceptual and language development through an understanding of, and debate about social issues. By providing opportunities for talk in a range of settings including discussion, presentation and question and answer. Work on the Victorians and their social ideals. Studying the Victorians provides opportunities for students to compare society 'now and then'; this helps them to recognise current issues as well as understanding social problems at the time.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. 'Different Cultures' SOW which focuses on one culture per week; this provides students with the opportunity to learn and experience other cultures, ask questions and empathise with others around the world.

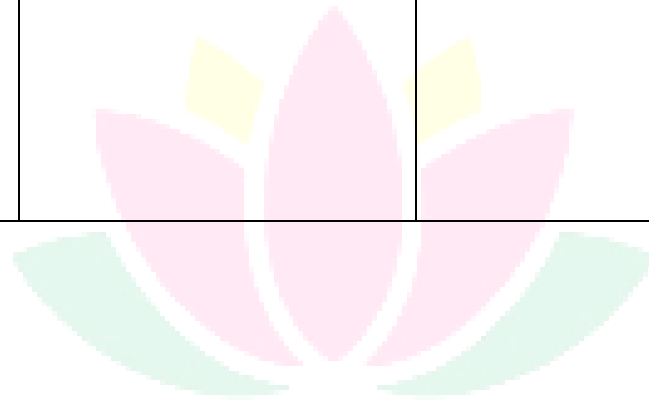|				
Scientific Knowledge	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By using tools such as telescopes which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed; or the reverse process using microscopes. By exploring reasons why Scientists cannot be sure how life on Earth started.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging pupils to speculate about how science can be used for both good and evil. By looking at genetic engineering, DNA programming or the use and manipulation of stem cells for example – for positive or negative reasons, and the outcomes these could produce if used both correctly or incorrectly. Evaluating developments of new materials, e.g. nanomaterials. Exploring the ethics of drug testing; evaluating health effects of alcohol, smoking	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. By watching the growth, interactions and environment of the stick insects. Investigating sustainable use of resources by the recycling of waste materials in nature including food and energy.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives; specifically: The gradual acceptance of Darwin's theory of natural selection due to societal factors. There is a rich heritage of scientific discoveries from Greek, Egyptian and Muslim traditions. Look at how these discoveries have had an impact globally, and how other cultures have used and adapted them for purpose.

		and cannabis; impacts of legal and illegal drug use.		
PSHE, Citizenship, Beliefs and Values	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience, inner strength and perseverance.	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. By making explicit links to the school's distinctive ethos as a member of a larger community [Trust]. By having a clear understanding of the laws of the land, the rights of all people in a democratic society and an understanding of right and wrong. Pupils discuss and interpret 'British Values' as part of their understanding of society and moral standpoints.	By helping pupils to engage in a democratic process for agreeing the rules for community life. By creating opportunities for pupils to exercise leadership and responsibility, pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?' By understanding what it means to be part of a British society and society in general. By developing an understanding of and tolerance towards all people. By using our skills to make our local communities and areas a better place to live.	By exploring how different cultures can offer great insights into how we lead our lives. By understanding about the makeup and heritage of Britain, it's traditions, variety and multi-cultural aspects.
Computing **Exploration of My Imagination** **Enrichment**	Explore creativity and imagination in the design and construction of digital products. Promote self-esteem through the presentation of your work to others. Explore how ideas in	Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety. Encourage respect for other people's views and opinions.	Encourage students to assist one another in problem solving. Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally	Encourage the sensible use of digital technology in the classroom and outside of school, given that students are currently living in a digitally cultural environment. Encourage an awareness and appreciation of the digital

	computing have inspired others. Create digital products which incorporate your beliefs. Understand how computers/robotics is changing the working industry creating a new wave of employment while current employment is also affected.	Encourage respect for the computer room and the equipment you use, and how this affects others. Encourage respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage. Explore moral issues around the around the use of digital technology – for example, copyright and plagiarism. Explore the promotion of moral issues through your digital products. We encourage students to 'stay safe' online.	interacting as caring a community. Encourage good practice and respect in the use of social networking. We encourage students to 'stay safe' online, and be aware of the dangers and changes in privileges and rights relating to social media and apps.	divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. Empowering pupils to apply their ICT, computing skills and knowledge to the wider curriculum and acknowledge links between subjects.
PE **Mind, Body, Spirit** **Enrichment**	Pupils develop their knowledge and understanding of the body's performance when exercising through a variety of sport specific subjects such as: fitness, gymnastics and team games, enabling students to become creative, expressing feelings and emotions in their performances. Furthermore, allowing	By developing positive sporting behaviour. Living a healthy lifestyle and promoting healthy living is apparent in each PE lesson at Damara. Pupils develop the ability to tell between right and wrong through fair play in sporting events, and participating in competitive situations, giving pupils a sense of justice, and how to respond	The nature of PE allows all pupils to develop the necessary skills to work in teams and/or pairs, as the majority of activities are based around team games, or creating sequences in groups. Co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their	Pupils are given the opportunity to explore dances and learn games from different traditions and cultures including their own, such as the Hakka. Pupils recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. All pupils also display compassion and respect for other culture and traditions when exploring unfamiliar

	pupils' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. By being aware of one's own strengths and limitations.	appropriately when they feel there is an injustice. Pupils learn about etiquette – applauding others, recognising talents in others. Being a gracious winner and taking losses in their stride. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Pupils are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.	communication skills, leadership skills and the ability to settle any discrepancies, which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination. By developing a sense of community identity through taking part in inter-school events.	games or dances. Pupils will discuss how culture affects what sports different nations excel at, and how cultural traditions can affect which sports men and women participate in. By learning about the history of sport, and from where they originate. By making links with national and global sporting events such as the World Cup and the Olympics. By exploring rituals surrounding sporting activities – e.g. the Hakka.
Exploration of My imagination **Theme Days** **Enrichment** **Trips and visits**	Exploration of my imagination sessions allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when	Exploration of my imagination sessions give pupils an awareness of the moral dilemmas created by technological advances, for example, the effect advanced manufacturing automation has had on employment and how globalisation has caused poverty and inequality. It encourages pupils to value the environment and its natural resources and to	Exploration of my imagination sessions provide positive corporate experiences – for example, through industrial visits. It gives opportunities to work as a team, recognising others' strengths and sharing equipment. Exploration of my imagination sessions promote equality of opportunity and provides an awareness of areas that	Exploration of my imagination sessions reflects on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. We look at the design movement timeline, which is cross cultural. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of

	studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where'? We look at being aware of human spiritual beliefs and how to create without causing offence. Working on developing design principles that reflect positivity.	consider the environmental impact of everyday products. It educates pupils to become responsible consumers. We look at 'branding' and the 'image' of products that we are building.	have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated. The promotion of female designers, world of design and conversations that relate to social issues and technological developments are part of practice in Damara.	materials and ways in which design can improve the quality of our lives.
Assembly **Form Time**	By providing thought provoking activities and guidance for pupils to consider. By giving them time to reflect on their thoughts and aspirations, as well as providing them with the 'Big Picture'. By showing them 'awe and wonder' outside of their normal lives.	By discussing 'choices' in theory and in practice and discussing outcomes against the reality of life outside school. By modelling the moral code and raising expectations that pupils will aspire to. By bringing in 'experts' and speakers to discuss various aspects of their lives where moral dilemmas may occur. By engaging in weekly 'newsround' to look at moral	To give pupils opportunities to mix and talk socially about everyday life. To give them structured time to meet and work and play in a larger group that more accurately reflects society at large. To set up social events and model expectations which they can adopt.	To broaden their knowledge of other cultures, beliefs and religions for them to be able to understand why everyone is different. To then be able to build up tolerance towards anyone or anything that is different and understand how to behave towards any differences. To use pictures, information and stories from other parts of the world and other cultures to expand their working knowledge.

		and social issues across the globe.		