

SMSC audit
The Mill Academy
May 2019

<p style="text-align: center;"><u>Spiritual</u> <u>Pupils will do the following</u></p>	<p style="text-align: center;"><u>Spiritual</u> <u>Schools will do the following</u></p>	<p style="text-align: center;"><u>Spiritual</u> <u>Evidence in the classroom</u> <u>KS2</u></p>	<p style="text-align: center;"><u>Spiritual</u> <u>Evidence across the school</u></p>
<ul style="list-style-type: none"> • 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. • An awareness and understanding of own and others' beliefs • A sense of enjoyment and fascination in learning about themselves, others and the world around them. • A respect for themselves and for others • A sense of empathy with others, concern and compassion. • Use of imagination and creativity in their learning • An ability to show courage in defence of their beliefs • 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, aggression, greed, injustice, narrowness of vision, self- 	<ul style="list-style-type: none"> • Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives • Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them • Encouraging pupils to explore and develop what animates themselves and others • Encouraging pupils to reflect and learn from reflection • Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful • Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected, • Accommodating difference and respecting the integrity of individuals 	<ul style="list-style-type: none"> • Weekly P4C wall used (either images or topics based around the world discussed and children's different views put across in an am morning session • Debates held throughout non-core topics between children. • Explored / compared Indian culture and range of religions living in harmony in poor conditions as opposed to conditions in UK • Using thrive techniques of allowing children to understand their different emotions. • Allowing pupils to challenge using 5 A's in lessons to gain a better understanding • screening activity of children using art (drawing their own picture and allowing others to build on it/make positive changes) • Discussions around what if? Questions – during morning task or at the end of the day. 	<ul style="list-style-type: none"> • Diversity week September 18 • Displays around school Diversity autumn 1 • Assemblies autumn 1 and 2 Diversity • Celebration assembly including all qualities and skills • P4C established in Foundation stage as morning task- see planning • T and L – children involved in the creation and assessment of their own personal success criteria • Thrive family training now in place for parents to develop understanding of Thrive approach and ways to support children emotionally at home Sports events through Trust and Team Activ – see Sports Premium allocation • Assemblies on Monday used to discuss differences and equality • Key adults for children to allow them time to discuss their concerns and worries, See Thrive plans

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<p>interest, sexism, racism and other forms of discrimination)</p> <ul style="list-style-type: none"> • A respect for insight as well as knowledge and reason • A willingness to reflect on their experiences. • An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact) 	<ul style="list-style-type: none"> • Promoting teaching styles which <ul style="list-style-type: none"> ○ <i>Value pupils' questions and give them space for their own thoughts, ideas and concerns</i> ○ <i>Enable pupils to make connections between aspects of their learning</i> ○ <i>Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</i> <p style="text-align: center;"><u>Moral</u> <u>Schools will do the following</u></p>	<ul style="list-style-type: none"> • Discussions around SEN and others' needs and how we are all different with differing needs. • Literacy / reading Charlie and the chocolate factory – work around poverty versus greed also good versus bad and how our actions reflect who we are as people. • Evidenced in writing books – how can the characters learn from their mistakes? <p style="text-align: center;"><u>KS1</u></p> <ul style="list-style-type: none"> • RE lessons following Barnsley syllabus • High expectations for behaviour and work • Diversity display in the classroom • Thrive area set up in classroom, for all children to access • Use of talk partners for children to discuss learning and ideas with each other • Self and peer assessment • Weekly class Thrive time (circle time) • Quiet time lessons on an afternoon <p style="text-align: center;"><u>Moral</u> <u>Evidence in the classroom</u> <u>KS2</u></p>	<ul style="list-style-type: none"> • Termly whole school screening for Thrive to ensure that all children have the skills to become learners and meet their potential <p style="text-align: center;"><u>Moral</u></p>
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<p style="text-align: center;"><u>Moral</u> <u>Pupils will do the following</u></p>			<p style="text-align: center;"><u>Evidence across the school</u></p>
<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures; recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • A confidence to act consistently in accordance with their own principles • An ability to think through the consequences of their own and others' actions • A willingness to investigate and offer reasoned views on moral, ethical issues and personal values • An ability to make responsible and reasoned judgements on moral dilemmas • A commitment to personal values in areas which are considered right by some and wrong by others • A considerate style of life • A respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An understanding of the need to review and reassess their values, 	<ul style="list-style-type: none"> • Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school • Promoting measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria • 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 • Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making • Rewarding expression of moral insights and good behaviour • Making an issues of breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school • Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' 	<ul style="list-style-type: none"> • Adults working with class during play, PE and classroom group work (D&T) to break down barriers between children and allow them to work with different groups (through cooperation and teamwork) • Thrive plan implemented by all adults in classroom. • Literacy / reading around 'Charlie and the Chocolate factory' lots of discussion and writing about poverty and greed. • Personal views taken into account and time given for discussion around the topic. • WW2 – moral views sought around the war and should wars happen? <p style="text-align: center;">KS1</p> <ul style="list-style-type: none"> • Always rocket, weekly celebration • Diversity week • RE lessons • Literacy-recipe for a good friend • Stories involving consideration of others' feelings and comparing them-James and the giant peach, flat Stanley, Fantastic Mr Fox, jack and the beanstalk/Jim and the beanstalk 	<ul style="list-style-type: none"> • Rewards for consistently good behaviour • Displays of always children in classrooms • Displays WOW walls around school and FS • Diversity week across school-discussion and work on prejudice and stereotypes • Consistent behaviour systems and rewards • Website information • School council work with links to local counsellors • Work with Imagination Gaming for 2 terms ,all classes to develop teamwork, cooperation and break down any barriers between groups • Thrive practise evident in all classrooms and Thrive plans now in place to support most vulnerable families • Website used effectively to promote positivity in school • FS use of traditional tales for moral dilemmas and hot seating .Use of P4C • Worship Wednesday assemblies linking to morals and attitudes

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<p>codes and principles in light of experience</p> <p style="text-align: center;"><u>Social</u> <u>Pupils will do the following</u></p> <ul style="list-style-type: none"> • • Adjust to a range of social contexts by appropriate and sensible behaviour • Relate well to other people's social skills and personal qualities by working with children from different religious, ethnic and socio-economic backgrounds. • Work, successfully, as a member of a group or team 	<p>welfare, respect for minority interests, resolution of conflict, keeping promises and contracts</p> <ul style="list-style-type: none"> • Recognising and respecting the codes and morals of the different cultures represented in the school and wider community • Encouraging pupils to take responsibility for their actions; for example, respect for property <p style="text-align: center;"><u>Social</u> <u>Schools will do the following</u></p> <ul style="list-style-type: none"> • Identifying key values and principles on which school and community life is based. • 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. 	<ul style="list-style-type: none"> • Behaviour management chart on display • Work to be proud of display in the classroom • Wow certificates sent home to share positives with parents/carers • Class good friend awards • Class rules created by the children <p style="text-align: center;"><u>Social</u> <u>Evidence in the Classroom</u> <u>KS2</u></p> <ul style="list-style-type: none"> • Children attended a trip to the national coal mining museum providing a positive corporate experience • Children have different job roles throughout the classroom which then implement daily. • TASC days to promote team work 	<p style="text-align: center;"><u>Social</u> <u>Evidence across the school</u></p> <ul style="list-style-type: none"> • Mother and baby fitness classes April 18 • MacMillan Coffee morning annually • Work with Imagination Gaming, all classes to develop teamwork, cooperation and break down any barriers between groups • Parent coffee mornings monthly in school
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<ul style="list-style-type: none"> • Share views and opinions with others, and work towards consensus • Resolve conflicts and counter forces which militate against inclusion and unity • Reflect on their own contribution to society and to the world of work • Show respect for people, living things, property and the environment • Benefit from advice offered by those in authority or counselling roles • Exercise responsibility • Appreciate the rights and responsibilities of individuals within the wider social setting • Understand how societies function and are organised in structures such as the family, the school and local and wider communities • Participate in activities relevant to the community • Show willingness to participate in a variety of communities and social settings, including 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 	<ul style="list-style-type: none"> • Encouraging pupils to work co-operatively. • Encouraging pupils to recognise and respect social differences and similarities. • Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions • Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect • Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community • Helping pupils resolve tension between their own aspirations and those of the group or wider society • 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 	<ul style="list-style-type: none"> • Competition to promote challenge for designing chocolate bar from given criteria – evidence in topic books – visitor brought in to discuss working in the chocolate industry and the importance of team work and creativity <p style="text-align: center;">KS1</p> <ul style="list-style-type: none"> • Peach party-sharing learning with parents/carers and making peach recipes together • Making a bug hotel as a class • Class coffee morning • Class vote for school council members • Class vote for our class story • Learning shared with parents/carers via the school website • Children given the opportunity to work collaboratively • Self-assessment/peer-assessment opportunities • Weekly Thrive circle time 	<ul style="list-style-type: none"> • Little Millers playgroup established every Thursday • Website used effectively to promote positivity in school • World Book day annually • Twitter account set up for school • Evidence of ethos and attitude of all staff and pupils evidenced in parent comments and visitors book • School disco organised by parent group- Easter and October • Parent group established meeting monthly for fundraising events – see minutes • Summer and Christmas Fair • Halloween Disco • FS termly parent meetings to keep parents informed with home school links
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<p>law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <ul style="list-style-type: none"> • Understand the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> • Providing opportunities for pupils to exercise leadership and responsibility • Providing positive and effective links with the world of work and the wider community • Monitoring, in simple, pragmatic ways, the success of what is provided 		
<p style="text-align: center;"><u>Cultural</u> <u>Pupils will do the following</u></p> <ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values. • An understanding of the influences which have shaped their own cultural heritage. 	<p style="text-align: center;"><u>Cultural</u> <u>Schools will do the following</u></p> <ul style="list-style-type: none"> • Providing opportunities for pupils to explore their own cultural assumptions and values 	<p style="text-align: center;"><u>Cultural</u> <u>Evidence in the classroom</u> <u>KS2</u></p> <ul style="list-style-type: none"> • Coal mining topic covered and trip to the mining museum allowed children to explore and understand how government shaped our local area. 	<p style="text-align: center;"><u>Cultural</u> <u>Evidence across the school</u></p> <ul style="list-style-type: none"> • R.E syllabus overview P4C in foundation stage daily • Diversity planning week

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<ul style="list-style-type: none"> • An understanding of the dynamic, evolutionary nature of local, national and global cultures. • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs in preparation for life in modern Britain. • An openness to new ideas and a willingness to modify cultural values in the light of experience • An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • A willingness to participate in, and respond to, artistic, musical, sporting and cultural enterprises • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures • A regard for the heights of human achievement in all cultures and societies • An appreciation of the diversity and interdependence of culture 	<ul style="list-style-type: none"> • Presenting authentic accounts of the attitudes, values and traditions of diverse cultures • Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality • Recognising and nurturing particular gifts and talents • Providing opportunities for pupils to participate in literature, drama, music, sport, art, crafts and other cultural events and encouraging pupils to reflect on their significance • Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, sport competitions, concert and gallery visits, resident artists, foreign exchanges • Reinforcing the school's cultural values through displays, posters, exhibitions etc. 	<ul style="list-style-type: none"> • Children participated in an enterprise event using team work and cooperation. • Discussions in P4C around religion, discrimination etc and allowing children to explore their own assumptions. • Using drama during literacy and guided reading sessions to enable children to gain a deeper understanding of different emotions of individuals. • WW2 learning and how the war changed and shaped Britain's future. – topic books / literacy books / guided reading KS1 • Re lessons • Castle visit • Reading area – books from different cultures • Diversity display • Weekly class Thrive circle time • Showcasing children's talents, medals/trophies from sporting events, certificates 	<ul style="list-style-type: none"> • Church links with St Thomas' Church –monthly school assemblies and celebrations of festivals both in school and at the church • Assembly overview for Worship Wednesday • After school clubs - • Displays and photos • Barnsley Music Service Brass and recorders ongoing through year Y2 and Y5/6 • Music festival –Metrodome • Young Voices annually • Christmas fair and summer fair enterprise projects • English Institute for Sport on Sports Day annually • Team Activ sport competitions/ inter-Trust competitions. • Books from a range of different cultures.
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<p><u>Understanding Britain today</u></p> <p><u>Democracy</u> To understand the strengths, advantages and disadvantages of democracy, including understanding why democracy is perceived within England as the fairest form of political organisation.</p> <p>To know and understand why taking part in democracy is a good thing.</p> <p>To understand how democracy works in Britain compared with other forms of government in other countries.</p> <p>To understand how citizens can influence decision-making through participation in the democratic process.</p> <p>To understand that those opposing democracy should be allowed by law to participate in elections but that the success of such candidates is undesirable for the well-being of society.</p> <p>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.</p> <p><u>Law</u> To enable pupils to distinguish right from wrong and to know and respect the civil and criminal laws of England.</p>	<ul style="list-style-type: none"> • School council elections, pupil questionnaires and pupil voice Information to be shared with Governors and evaluated impact of changes proposed. • Governor meetings to include school council. • Representatives so that governors are hearing directly from pupils. • Introduce P4C to develop an understanding of freedom of speech and to develop confidence to disagree and feel safe to share their opinions • Revise SMSC policy to include individual liberty opportunities. • Provide opportunities for choice and individuality through topics and themes enterprise projects, after school clubs and children’s university • Develop children’s understanding of the Rules of law through circle time and P4C 	<p><u>Democracy</u> P4c embedded in FS September 18 School council elections Dec enterprise project annually School nurse and paramedic visits Harvest Festival @ Church Visits from St Thomas’ church monthly Consistent school rules and rewards Assembly focus rights and responsibilities see assembly plans (world wide news and RE focus) School rules</p> <p><u>Law</u> School rules School Ethos (Website) School rules and ethos statement Class charters and home school agreements Visits from PSCO and fire service links to theme P4C in foundation stage now secure daily</p>
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<p>To develop an appreciation of how living under the rule of law protects individual citizens and is essential for their well-being and safety.</p> <p>To understand why law making on the basis of representation in Parliament is seen as better than alternatives.</p> <p>To develop an understanding of how the law works in Britain compared with other countries.</p> <p>To develop an understanding of the difference between the law of the land and religious law and individual liberty.</p> <p>To respect Religious law (if the school ethos is faith based) and explore the reasons for any differences between Religious and civil/criminal law.</p> <p>To understand the impact of their actions upon others.</p> <p><u>Public Institutions and Services in England</u></p> <p>To develop a knowledge of and respect for the public institutions and services in England, including Parliament, the Police Force, Post Office, Health Care, Welfare Services and Education.</p> <p>To develop an understanding of</p> <ul style="list-style-type: none"> • how public services operate • how they evolved and their historical context/background 	<ul style="list-style-type: none"> • Consistently reinforce rules throughout whole class approach to school rules, expectations and assembly focus. • Have an understanding of National Health Service, Education System, Churches / Temples, Emergency Services through class assemblies. • Provide opportunities through assembly and visitors to understand the diversity of cultures and beliefs. • Organise visits to the church and other places of worship • Plan for children to explore and share their own roots and where they fit in society • Weekly circle time to widen understanding of different beliefs within the school and wider community 	<p>Visits from fire service and paramedics to link with times of year and themes in school</p> <p><u>Public Institutions and Services in England</u> Links with school nurse Links with PCSO for assemblies and workshops Links with fire service Links with EWO Circle time Y1 visit to emergency services museum annually Themes and topics- history and geography Links with local councillors – anti littering ,Tour de Yorkshire</p>
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<ul style="list-style-type: none">• how they affect and relate to their daily lives and the lives of others. <p>To develop a respect and understanding of the importance of such public services in a modern, civilised society.</p> <p>To develop an understanding of the separation of power between the executive and judiciary (e.g. that the courts are independent of Parliament but others such as the police and army are held to account by Parliament)</p> <p><u>Respect for Self and Others:</u></p> <p>To regard people of all faiths, races and cultures with respect and tolerance.</p> <p>To understand that people have the freedom to hold other faiths and beliefs protected by law.</p> <p>To identify and combat prejudicial behaviour, discrimination and religious intolerance.</p> <p>To understand the problems of identifying and combatting discrimination.</p> <p>To grow, develop and ensure mutual respect and tolerance of those with different faiths or beliefs.</p> <p>To show respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.</p> <p>To develop a knowledge, understanding and appreciation of their own and others' culture</p>		<p><u>Respect for Self and Others</u></p> <p>Participation in Trust, local and national cultural events (e.g. Young Voices, Cross-Trust School trips and visits between schools)</p> <p>School Ethos (Website)</p> <p>Assembly timetables and calendars</p> <p>Displays</p> <p>Harvest festival at St Thomas' Church</p> <p>Remembrance service</p> <p>Monthly assemblies by vicar at St Thomas' Church</p> <p>Enterprise projects Christmas fair</p> <p>Participation in Trust, locality and national sporting events (e.g. Swimming, Athletics, Cricket, Multi-Skills)</p> <p>Links with local councillors – anti littering and Tour de Yorkshire</p>
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<p>(both historical and contemporary), including their customs, traditions, dress, food and music.</p> <p>To develop tolerance for communities different to their own.</p> <p>To be aware of and appreciate the rich diversity of life in modern Britain.</p> <p>..</p> <p>To prepare pupils to interact easily with people of different cultures and faiths.</p> <p><u>Positive Contributions to Society</u></p> <p>To contribute positively to the lives of those living and working in the locality of their school and to society more widely, on a local, national and global scale.</p> <p>To ensure that pupil interaction with the world outside the school has a wider focus beyond the school itself or a particular faith community.</p> <p>To develop pupils' ability to accept responsibility for their own behaviour.</p> <p>To develop pupils' ability to use their own initiative.</p> <p>To develop skills of teamwork and cooperation.</p> <p>To prepare pupils for life in Modern Britain.</p>		<p><u>Positive Contribution to Society</u></p> <p>Harvest festival donations Links with St Thomas's Church and food banks in the locality</p> <p>Sporting events and fixtures – Trust level and Team Activ</p> <p>Sponsored charity events- Red Nose Day ,Children in Need , World share</p> <p>School Council meetings and minutes</p> <p>Monitors/Buddies- Homework club, school council</p> <p>School Ethos (Website- displayed in school)</p> <p>Parent workshops and groups</p> <p>Established parent group</p> <p>Established baby and mum fitness meeting</p> <p>Reading partner system with adults in the community</p> <p>Links with Children Centre to deliver adult training on first aid and parenting</p> <p>Little Millers playgroup</p> <p>Links with children centre and local library</p>
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<u>Fundamental British Values</u>			
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