



SMSC	Evaluation	Developments
<p><u>Spiritual</u></p>	<p>Our 'Take-Care' pledge - to take care of ourselves, each other, our school and the world is all-embracing, it's meaningful to our pupils and it's at the heart of the school. It is integrated into all that we do in teaching and learning, in the development of our pupils, the school, and in how we manage our relationships with parents and the community.</p> <ul style="list-style-type: none"> • Our 'Take – Care' values are embedded in all areas of school life from presentation to friendships to classroom environments. <i>*Displays, work scrutiny, discussion with pupils, questionnaire</i> • Ethos of the school is one where the Christian Values are celebrated and rewarded, displayed and 'felt' all around school • <i>* displays, discussions with parents and visitors, questionnaire</i> • Profound Personal Development ~ our commitment to developing the whole child through a culture of opportunity. Expecting children to be reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning <i>*displays, work scrutiny, planning ethos, values, awards.</i> • Providing extensive opportunities for Extra Curricular and going the 'extra mile' so children can respond positively to a range of artistic, sporting and other cultural opportunities <i>*Termly Extra Curricular timetables, twitter feed, our year book, culture of opportunity + other displays in school.</i> • Activities planned to enable children to reflect on who they are at their deepest level – for example, Spirited Arts, Thy Kingdom Come Day, reflection logs, 'who am I' project in year 6. <i>*Planning and work</i> • Prayers – the Lord's Prayer, our School prayer and prayers created written by the children, are shared weekly on Twitter as a Community Prayer for all parents and the wider community. • Christian Value Awards – encouraging one another to look for positive values in behaviour and attitudes. <i>*Worship display, young leader role as ministers of Christian Distinctiveness, Christian Value impact log</i> • Daily Acts of Worship following the Christian calendar with a renewed sense of spiritual depth led by all staff. <i>*Worship log, Worship reflection logs and Worship calendar</i> • The Trinity is explored in greater depth throughout the school <i>*RE planning, worship observations – candles and teaching, discussions with children</i> • Use of the church to commemorate key stages in the children's seven year journey through school ~ Welcome 	<ul style="list-style-type: none"> ○ Develop a prayer focal point in the hall – the prayer tree is ready but not yet finished. ○ Forge links with new incumbent starting in Spring 2020 ○ Creation of our Peace and Reflection garden we want to create an outdoor 'space' where children can be still, quiet and reflect in peace



	<p>Service for our new Foundation children and their families through to the 'Goodbye to Year 6' Service.</p> <ul style="list-style-type: none"> • Integrity/Golden Book service ~ sharing and celebrating the success of children, parents and staff *Integrity book, assembly feedback • Promoting prayer throughout the school through 'worship committee', prayer book, school prayer, The Lord's Prayer, Grace and class prayers *School prayer, minutes of meetings • All classes have reflection areas where children can be still, quiet and reflect on the bigger questions. *Learning walks • Spiritual journeys are taken through Topic. For example, Year 5 went on a spiritual journey through imagery. They began in a Viking Raid and ended at Viking Burial. *observation <p>Our 'care team' approach to our vulnerable pupils is an approach which enables pupils (and in some recent cases, their families) to receive help to address home, personal or behavioural issues or to build self esteem and confidence. * new health and well-being lead teacher, health and well-being policy, SEND and PP reports</p> <p>The Care Team provides pastoral as well as academic support for pupils in a variety of ways i.e. additional personalised transition to Secondary school opportunities. Members of the team are also key links with families and other services. The Care Team is about moving forwards to a happy child and successful outcomes.</p> <p>GRADE: 1</p>	
<p><u>Moral</u></p>	<p>We encourage all our pupils to develop and apply an understanding of right and wrong in their school life and life outside school through the variety of opportunities offered below:</p> <p>By engaging our pupils in key decision-making, which not only shapes our school but also has an impact on their families and the community, we are preparing them to be leaders in the communities in which they live. We also encourage our community into Archbishop Cranmer and value the richness our community brings to the school.</p> <ul style="list-style-type: none"> • Integrity Awards – we believe in supporting children to understand and develop the intrinsic desire to make good choices and 'do the right thing' because it is the right thing to do. We therefore endeavour to 'catch' our children behaving outstandingly well; being courteous, kind, showing excellent manners, helping, working hard and having a resilient proactively positive attitude and engagement to all they are involved in. At Archbishop Cranmer Primary School we have incredibly high expectations of everyone; our children, ourselves, our parents, carers and governors. We celebrate achievements at every opportunity. *Integrity Board, Integrity Book • Through the 'Christian Value Award' and the 'Wow Moments' Award (F) we are able to strengthen 	<ul style="list-style-type: none"> ○ Develop buddy systems across classes through activities such as paired reading to foster 'family' feel aligned with responsibility and learning ○ Continue to find opportunities to prepare our children to be 21st century citizens, contributing



opportunities to engage parents in developing the pupils SMSC

- Our Heart Smart program is a new approach that we use to build character, emotional health and resilience in our children.
- We continue to buy in to the **DARE** program; children present their learning to family, governors and our friends in the community, (through drama, song and ICT)- Enabling them to gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training [*photos](#)

Through our **Pupil Parliament, Young leaders, Trained Peer Mediators and Pupil Tour Guides**, participation in village and neighbouring community events, and **adoption of our local train station**, our children are prepared to become valued members of the local community. They are involved in key decision-making in the school and the community. They are taught to develop a social and moral conscience and skills for the future, including conflict resolution and critical thinking.

Pupil Parliament roles ~ Pupil Ministers for a variety of areas (Curriculum, Catering, Environment, Sport...) Pupils play an active part in the school and the wider community. Student voice is part of an integrated whole-school approach, involving the pupil parliament. This extends from making decisions about learning styles to leading charity events. Pupils on the Pupil Parliament take their responsibilities seriously and regard it as a great privilege. A recent improvement initiated by PP has been our engagement in social action causes. [*Parliament display and minutes](#)

- Year 6 act as helpers to our Foundation children when they first start school meals (manners, cutting food etc.) They also support during collective worship and assemblies and other events (accompanying to church, supporting at playtime etc)
- **Corridor Code of Conduct** –
- We are a **Terracycle school** - recycling what is often thought to be unrecyclable [*Pupil Parliament](#)
- Encouraging pupils to respond to Moral questions posed in Worship [*Worship Log](#)
- **Pot 2 Plot**, encourages thankfulness and awareness of the world's bounty [* JY – see website](#)
- Child line, CEOPS & RSE all incorporated in to the pupil's curriculum.
- **We do at several safety assemblies a year (Child line, CEOPS, Sunsmart and anti bullying)**
- Through the thread of British Values in all we teach, children explore laws and justice. For example Y5 considered the modern day justice system in comparison to the Viking era. In their everyday school life, they follow a simple traffic light system for behavior and behavior is logged effectively on our in-house system. [*behavior policy, year-group planning, Scholar Pack](#)

to sustainable communities.



	GRADE: 1	
<u>Social</u>	<p>Pupils take part in a range of activities that require social skills:-</p> <ul style="list-style-type: none">• 'Welcome Wednesday' where we invite our friends from the community to join us for lunch.• 'Flower Day' – a Summer celebration when we say thank you to all community members who have helped us: the children serve tea and cakes and engage in social interactions• Special community lunches (Bring someone you care about, Easter Lunch etc)• 'Our social and spiritual journey' big books in all classrooms evidencing social aspects of learning across the school. *Books, Community link books• We have adopted Aslockton Train Station – most recently planting the flower tubs and creating a mosaic of our school to go on display.• Pupils raising funds for charities they wish to help (Barnardos,Samaritan's purse, Save the Children, Notts children's hospice and much more *see our website on RE in action)• Over 60s watch our Nativity and Carol Service in school• Trained Peer Mediators – our young leaders and ELSA trained staff.• Whole school science week – staff from Nottinghamshire schools joined us to deliver workshops.• Thoroton Village show – pupils provide dancing (Maypole) singing and art work to raise money for the church in the neighbouring village• Toothill inter schools sports day with all feeder schools present plus lots of other inter-school competitions eg sports-hall athletics, futsal, cross-country etc• Trained Pupil Tour guides promote the school to the community.• We open our school doors to invite the local community to join us in collective worship every Monday.• Our Literacy Volunteers encourage social interaction through stories and communication games. Similarly our year 6 children become Reading Gladiators to do the same with our KS1 children.• Through Young Leaders Award children are provided with opportunities to understand, explore and serve the common good. *Local Community Projects *National Charity Exploration	<ul style="list-style-type: none">○ Work towards our Rights and Respecting Award○ Develop opportunities for Enterprise initiatives
	GRADE: 1	



<p><u>Cultural</u></p>	<p>Children develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability. Through the culture of opportunity we provide, children can gain an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life.</p> <ul style="list-style-type: none">• School policies including behavior, anti-bullying, RSE – all staff have read ‘Valuing All God’s children’• Links with Mayu Primary school in Kenya as part of our connection with the Friends of Karanji charity *local community member• World topic days - Chinese New Year day and Diwali day , Islamic Prayer day, led by outside provider*website photos• Visits to different faith places of worship eg KS1 visit Synagogue• KS2 visit the Philips Centre in Leicester.• All children taking part in Christian Aid Global Neighbours accreditation scheme• Kerry Palmer from Christian Aid introduced toilet twinning to the children• Developing an appreciation of theatre, music, art and literature through a diverse and broad curriculum. *planning, photos, website• Residentials – York, Conover, Butlins.• Year 2 explore local culture by retracing the footsteps of Thomas Cranmer and look at the human and physical features of Aslockton’s geography. <p>GRADE: 1</p>	<ul style="list-style-type: none">○ Establish links with a Nottinghamshire faith school○ Explore opportunities to develop a pen pal link with the school in Kenya○ Develop the ‘Who Am I Project? In Y6
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