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| Brentry SMSC Evidence grid |
| **Spiritual development** | Evidence |
| * Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
 | * Visitor from the Muslim society – assembly and workshop with Y5
* Hindu workshop with Hindu visitor
* Branch community church- termly assemblies and class workshops.
* Harvest festival
* Spring festival
* Star in the stable – nativity workshop for KS1 by Branch church group.
* Circle times and PSHE lessons (jigsaw)
* Re lessons – Awe, mystery and value.
* Planned reflection time in RE lessons and use of candles.
* Visit to Cathedral for carols.
* Y5 visit to mosque.
* Class visits to St Mary’s church in Henbury.
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| * Sense of enjoyment and fascination in learning about themselves, others and the world around them
 | * Whole curriculum!
* Curriculum weeks e.g. science week, history week
* Dressing up days
* World book day and literacy week
* International week
* Celebration of festivals in assemblies and class e.g. Chinese new year, Diwali
* Forest school and eco week
* Shine activity days e.g. climbing wall and obstacle course
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| * Use of imagination and creativity in their learning willingness to reflect on their experiences.
 | * Home learning projects
* Yoga lessons across the school
* Art days and art showcase
* Brentry has talent show
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| **Moral development** | Evidence |
| * Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
 | * School rules and class charter
* Regular whole school and class assemblies
* Stories chosen and read with morals
* Anti-bullying week
* Jigsaw scheme of work for PSHE
* Re scheme of work
* Internet safety lessons, firework safety lessons
* Visit from fire brigade in Y2 and police officer.
* Debates planned into RE lessons KS2
* Certificates awarded for SHARE success
* Roles of responsibility e.g. prefects, reading champions and monitors in class
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| * Understanding of the consequences of their behaviour and actions
 | * Daily life in school
* Prefects monitor behaviour
* Around the school charter
* Class rewards/time out
* Behaviour charts in classes
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| * 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.
 | * Debates and discussions in RE, History, Geography and literacy lessons
* Class charity and planned event to raise money (COTs)
* Free trade week
* Anti-bullying week
* Sponsor endangered animal
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| **Social development** | Evidence |
| * 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
 | * Team work encouraged in various lessons
* Learning partners in lessons/talk partners
* PSHE curriculum
* Enrichment days- working with children from different classes
* Social skills groups led by TAs
* France trip Y5 and Y6 December
* French lessons and French speaking visitors in KS1
* Host events for other schools and participate in school quizzes
* Y4 and Y6 camps
* Invite parents into school for events
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| * 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
 | * School council meetings and discussions
* PE curriculum – teamwork, sports day
* Maths – problem solving activities
* Maths quiz at Brentry
* Y4 and Y6 camps
* French trip
* Fundraising for various causes throughout the year e.g. Nepal
* Enterprise activities
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| * Acceptance and engagement with the fundamental [British values](http://www.doingsmsc.org.uk/british-values) of democracy, the rule of 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.
 | * RE and PSHE curriculum and teaching linked with British Values
* Y6 visit to London and Houses of parliament
* Local councillor member to visit to do assembly, explain his role and review local play area facilities with the children
* Newsround/Primary news in class and discussion of news events in assemblies
* School council and their roles
* Visits from Fire brigade and police
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| **Cultural development** | Evidence |
| * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
 | * History curriculum e.g. Y5 Modern Britain and Y2 Brunel and Bristol
* Trips and visits:
* Y1 local area trip and museum trip
* Y2 ss Great Britain trip and Victorian trip to Blaise museum
* Y3 and Y5 trip to Bath to see Cressida Cowell (children’s laureate)
* Y6 visit to London and Houses of parliament
* Y4 visit to museum
* History week in September
* Cultural diversity day/ Bristol heritage day.
* Black History Month October
* Geography curriculum – focuses on different countries
* France trip
* Commemoration of WW1 and WW2 and VE Day May 8th 2020
* Significant individuals studied - linked to each year groups’ RE/History
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| * 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
 | * History and geography curriculum
* Museum trips
* Books from other cultures shared in RE and literacy lessons
* France trip
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| * knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 | * Y6 visit to London and Houses of parliament
* Local councillor member to visit to do assembly, explain his role and review local play area facilities with the children
* Teaching of British values across the school
* School council
* Parliament week Y6- November
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| * willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
 | * Music taught across the school by music specialist
* Opportunities for children to learn instruments
* Swimming lessons across the school
* Concerts and performances
* Sports day, shine activity days
* Library trips in Literacy week
* Visits to places of worship
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| * 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 tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
 | * Visitors in school from different faiths to lead assemblies and class workshops
* RE curriculum
* Geography and History curriculum and study of different countries
* International week
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