

**St. George's CE Primary School**  
**Spiritual, Moral, Social and Cultural (SMSC) Audit 2024-2025**

At St. George's we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and thrive.

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.

**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.

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**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 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.

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<b>Spiritual Development</b>			
<b>Aims</b>	<b>Objectives</b>	<b>Evidence</b>	<b>Impact on Pupils</b>
<ul style="list-style-type: none"> <li>• To develop the ability to listen and be still</li> <li>• To be able to reflect</li> <li>To develop the ability to sense wonder and mystery in the world</li> <li>To appreciate the unique nature of human relationships</li> </ul>	<ul style="list-style-type: none"> <li>• To develop imagination</li> <li>To develop the skill to use all one's senses</li> <li>• To encourages times for quiet reflection throughout the school day</li> <li>• To develop the skill of being physically still, yet alert</li> <li>• To promote an awareness of and enjoyment in using one's imaginative potential</li> <li>• To develop curiosity and a questioning approach – discussing issues and themes</li> <li>• To develop positive self-esteem, respect for themselves and inner confidence</li> <li>• To have the opportunity to develop personal beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• R.E. curriculum and scheme of work</li> <li>• Visits to St George's Church for worship</li> <li>• 'Christmas Experience' and 'Easter Experience' workshops at St. George's Church</li> <li>• Visits to other religious places of worship, biannually</li> <li>• Bible sessions led by the local vicar</li> <li>• R.E. and British Values website pages</li> <li>• Celebration worships and collective worships</li> <li>• Worship corners and worship monitors</li> <li>• Prayer areas in school</li> <li>• Spiritual singing each Friday</li> <li>• 'Open the Book' assemblies</li> <li>• Revive church after school club</li> <li>• Reflection time in worship</li> <li>• PSHE curriculum and scheme of work</li> <li>• PSHE website page</li> <li>• Sessions with Beaux and in Time For You room</li> <li>• Woodland time, awe and wonder of the natural world</li> <li>• Weekly picture news sessions</li> <li>• Curriculum opportunities to inspire wonder e.g. in English, science, music, art, music, history, geography etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children show empathy and develop the ability to reflect on their own and others' learning and achievements</li> <li>• Pupils develop positive attitudes, values and principles</li> <li>• Pupils have a first-hand experience of other places of worship and of people of other faiths</li> <li>• Pupils develop respect for themselves and others</li> <li>• Pupils develop awareness and understanding of their own and others' beliefs</li> <li>• Pupils can express themselves imaginatively and creatively in a variety of forms</li> </ul>

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<b>Moral Development</b>			
<b>Aims</b>	<b>Objectives</b>	<b>Evidence</b>	<b>Impact on Pupils</b>
<ul style="list-style-type: none"> <li>To be able to distinguish between right and wrong and to</li> </ul>	<ul style="list-style-type: none"> <li>To conform to rules in order to promote order for the good of all</li> </ul>	<ul style="list-style-type: none"> <li>School Code of Conduct, Positive Restorative Behaviour approach, Anti-Bullying Policies understood by all</li> <li>Learning Walks for behaviour and behaviour for learning,</li> </ul>	<ul style="list-style-type: none"> <li>There is a positive and supportive school ethos</li> <li>Pupils look after each other</li> </ul>
<ul style="list-style-type: none"> <li>respect the civil and criminal law in England</li> <li>To understand the principles lying behind decisions and actions</li> <li>To be able to make decisions, accepting and understanding the consequences of their actions</li> <li>To develop a sense of responsibility, consideration for others, self-respect and self-confidence</li> <li>To prepare pupils for the opportunities, responsibilities and experiences of adult life</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there are consequences to actions</li> <li>To exercise self-discipline</li> <li>To tell the truth</li> <li>To respect the rights and property of others</li> <li>To take responsibility for their own actions</li> <li>To develop high expectations and a positive attitude</li> <li>To develop individual self confidence</li> <li>To be considerate to others</li> <li>To help others less fortunate than themselves</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Log records and actions on My Concern</li> <li>Looking after others in school e.g. Playground Leaders, colour team events</li> <li>Pupil-led assemblies to promote positive behaviour expectations</li> <li>R.E. curriculum and scheme of work</li> <li>Celebration worships and collective worship, Dojo system and rewards</li> <li>COURAGE certificates and sharing of school values</li> <li>PSHE curriculum and scheme of work</li> <li>PCSO sessions led by Derbyshire Police</li> <li>Weekly picture news</li> <li>Anti-Bullying week</li> <li>Anti-Bullying web page</li> <li>Pupil Voice and leadership – School Council, Eco Council, Reader Leaders, Worship Monitors Playground leaders</li> <li>Pupil and Parent Surveys evidence positive views about pupil behaviour and the ethos of the school</li> <li>Charity support 'Mountain rescue'</li> </ul>	<ul style="list-style-type: none"> <li>and take responsibility for each other; conflicts are resolved quickly and effectively</li> <li>Pupils have very clear values (linked to our School Values) which impact positively on their behaviour; pupils have a definite sense of what is right and wrong</li> <li>Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others</li> <li>Pupils are confident, caring and keen to help others</li> <li>Pupils are consulted on many aspects of school life</li> <li>Pupils have a wider understanding of the needs of others</li> </ul>

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<b>Social Development</b>			
<b>Aims</b>	<b>Objectives</b>	<b>Evidence</b>	<b>Impact on Pupils</b>
<ul style="list-style-type: none"> <li>To relate positively to others</li> <li>To participate fully and take on responsibilities</li> <li>To demonstrate appropriate behaviour across a range of</li> </ul>	<ul style="list-style-type: none"> <li>To show care and consideration for others</li> <li>To work effectively as part of a group</li> <li>To interact positively across a range of situations e.g. class, break times, clubs,</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks for behaviour and behaviour for learning, Behaviour Log records</li> <li>Looking after others in school e.g. Playground Leaders</li> <li>Pupils have many leadership opportunities: School</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>situations To work cooperatively with others</li> <li>To use own initiative responsibly</li> <li>To understand our place in our family, school and society</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>sports events, visits, church services, concerts etc. To be sensitive to the needs and feelings of others</li> <li>To be able to share and express emotions To develop an understanding of citizenship and experience being part of a caring community</li> <li>To realise that every individual can do something well and have something to offer</li> </ul>	<p>Council, Eco Council, Reader Leaders, Worship Monitors, Playground Leaders</p> <ul style="list-style-type: none"> <li>Discussion with pupil leaders, displays and website pages evidence impact of their work</li> <li>Pupils have many opportunities to present their learning and achievements – concerts, express events, enterprise events, sports events, displays</li> <li>Extra-curricular provision, residential visits</li> <li>Celebration worship, dojos and rewards</li> <li>R.E., PSHE and RSE curriculum and schemes of work, British Values impact report</li> <li>Charity support</li> <li>Close involvement with the local community e.g. St George's Church, PEGs cluster sports and council, Local Mills and art groups</li> </ul>	<ul style="list-style-type: none"> <li>other pupils Pupils look after each other and take responsibility for each other</li> <li>Pupils have very clear values (linked to our School Values) which impact positively on their social skills</li> <li>Pupils are consulted on many aspects of school life, experience leadership opportunities and are confident to share their views</li> <li>Pupils have effective relationships with the local community</li> </ul>

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<b>Cultural Development</b>			
<b>Aims</b>	<b>Objectives</b>	<b>Evidence</b>	<b>Impact on Pupils</b>
<ul style="list-style-type: none"> <li>To provide pupils with the knowledge and cultural capital they need to succeed in life</li> <li>To support pupils to develop an appreciation of the diversity of human creativity and achievement</li> <li>To develop a sense of belonging to pupils'</li> </ul>	<ul style="list-style-type: none"> <li>To develop a love for learning</li> <li>To enable pupils to acquire a broad general knowledge and respect for public institutions and services in</li> <li>England</li> <li>To develop an awareness, recognition and appreciation of the arts, i.e. music, art, drama, literature etc.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of educational and residential visits and visitors to school</li> <li>All year groups identify links to international study in their long term planning</li> <li>All KS2 learn French</li> <li>Key Stage 2 Halle visit, KS1 and KS2 Concerts, peripatetic music lessons and performances, annual Talent Show, PEGs sports competitions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a well-rounded education and appreciate human creativity and achievement</li> <li>Pupils have opportunities to learn about different cultures, which contributes to the inclusive school ethos</li> <li>Pupils have an understanding of the world outside their own locality</li> <li>Pupils participate in a wide</li> </ul>
<p>own culture and being proud of their cultural background</p> <p>To challenge opinions or behaviours that are contrary to British Values</p> <p>To share different cultural experiences</p> <p>To respect different cultural traditions</p> <p>To understand codes of behaviour, fitting to cultural tradition</p>	<ul style="list-style-type: none"> <li>To develop an understanding of different cultures and beliefs, including</li> <li>Christianity To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of extra-curricular provision and high levels of participation</li> <li>Study of traditional stories from around the world in English, World Book Day,</li> <li>R.E., PSHCE and RSE curriculum and schemes of work, British Values impact report</li> <li>Visits to St George's Church, the Methodist Church, visits by open the book</li> </ul>	<ul style="list-style-type: none"> <li>variety of extra-curricular activities, creative and sporting opportunities</li> <li>Pupils have opportunities to perform to larger audiences with pupils from other schools;</li> <li>they have opportunities to showcase their diverse talents and feel valued for this Pupils have opportunities to experience awe and wonder</li> </ul>

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