

# Harlington School

## SMSC Audit – Whole School Provision



“Know each child, nurture each child”.

## Spiritual Development

Aspects of Provision	The school is encouraging pupils' spiritual development by:	Evidence found in:
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.</p>	<p>Collective Worship plans and reports Schemes of work for curriculum subjects including PSCHEE, Citizenship and RS explicitly identifying opportunities for teaching school values and beliefs of others Visits and visitors- planning notes, evaluations and pupil comments and reports Consistent teaching of values, clearly displayed around school, purposefully highlighted in teaching and learning Opportunity to discuss feelings, values and beliefs, e.g. lesson observations, learning walks, work scrutiny, tutor time,</p>	<p><i>Record of assembly themes</i> <i>Schemes of work</i> <i>Visits by external Theatre companies – values and beliefs</i> <i>Lesson observations</i> <i>Tutor time activity plan</i> <i>SMSC &amp; LIMB document</i></p>
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them</p>	<p>Opportunity to respond to personal experiences, rites of passage, communal experiences Supporting and sustaining the faith values of pupils and respecting their family commitment Encouraging respect for diversity of belief e.g. through Tutor time activities, RS lessons, PSCHEE etc.</p>	<p><i>Provision of prayer room for students of all faiths and beliefs</i> <i>PSCHEE / RS schemes of work – different faiths studied and linked to students' own beliefs</i></p>
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<p>Lesson plans which have a diversity of style and approach Promotion of self esteem Celebratory events, certificates, award ceremonies, clear systems for reward and sanctions A hopeful and optimistic view on life expressed around school. Inspirational visitors Opportunities to learn about spiritual wisdom from faith and philosophical traditions e.g. from sacred literature, poetry, people of faith traditions, faith stories, assessment that allows pupils to reflect on successes and challenges</p>	<p><i>Opportunities for students to reflect Eg Art schemes of work)</i> <i>Achievement assemblies / achievement evening. Yr 10 and 11 RAP scheme –Rewards trips</i> <i>Visitors from theatre groups / motivational speakers for assemblies</i> <i>PSCHEE programme</i> <i>SMSC Mapping</i> <i>RS Schemes of work</i></p>
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<p>Moments of stillness, reflection, guided visualisation Reflection corners/spaces/chairs/quiet areas/opportunities to pause for reflection Reflection of significance of what they are learning and to be prepared to alter their views in the light of this Collective Worship Reviews and plenaries that give opportunity to reflect</p>	<p><i>Provision of prayer room</i> <i>Lesson observations</i> <i>Assembly themes</i></p>

<p>Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.</p>	<p>Peer support, PSC nurture group activities and workshops, etc to help children develop secure relationships. Opportunities to talk about and explore their own and others' feelings and emotions Activities that help children recognise how others are feeling, and how this makes them behave, and make suitable response</p>	<p><i>6<sup>th</sup> form mentoring</i> <i>Well-being zone being developed</i> <i>Drama schemes of work</i> <i>Lesson observations</i> <i>SMSC mapping</i></p>
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected</p>	<p>Clear documentation and direction and pursuit of those aims Policies implemented through the work of all staff Ensuring school has capacity to take initiatives forward Shared vision statement – known by all adults and children and clearly displayed around school Well-Being Zone development Attractive entrance area, classrooms and communal spaces with displays that reflect spirituality Vision statement supports development of children who are allowed to flourish and thrive as individuals</p>	<p><i>Inclusion Mark – Centre of Excellence July 2014</i> <i>School Development Plan</i> <i>Healthy Schools Silver (2016)</i> <i>Relevant school Policies</i> <i>“Know each child, nurture each child” – school vision statement</i> <i>Curriculum policy</i> <i>Environment celebrating students’ work</i> <i>Student Well-Being Zone development</i></p>
<p>Accommodating difference and respecting the integrity of individuals</p>	<p>Policy and practice that acknowledges and accommodates individual needs of children within community e.g. rewarding children for kindness, courage etc. as well as academic achievement, recognising cultural achievement, resources bank reflecting diversity and faith Opportunity to learn about other cultures and faiths that are not necessarily experienced first hand through RE Accommodating and valuing children and adults in the school community with a diverse range of special / additional needs e.g. disability, English as an additional language,</p>	<p><i>Inclusion Mark – Centre of Excellence July 2014</i> <i>Relevant school policies (Equality, BfL etc)</i> <i>Schemes of work – particularly Art, Music which examine different cultures (eg Gamelan, Latin-American) outside the cultures of the school population</i> <i>SRP provision for LB Hillingdon and integration of students into mainstream setting.</i> <i>EAL register / support programme, Ascension Schoolprovision</i> <i>Nurture group / Satellite school provision</i> <i>SMSC &amp; LIMB document</i> <i>SMSC mapping</i></p>
<p>Promoting teaching styles which</p> <ul style="list-style-type: none"> <li>• value pupils' questions and give them space for their own thoughts, ideas and concerns</li> <li>• enable pupils to make connections between aspects of their learning</li> <li>• encourage pupils to relate their learning to a wider frame of reference, for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</li> </ul>	<p>Teaching styles that help children to develop critical, independent thought and different ways of thinking e.g. through questioning, discussion, Teaching styles that value the child, questions that promote honesty and discussion between children and adults; allowing time for exploration, evaluation and reflection Honest interactions reflecting “teachers don't always have the answers”; sensitivity to children's questions and comments e.g. classroom practice that does not allow ridicule; being aware of children's stage of development by observing and assessing and listening to the child making their own responses</p>	<p>Lesson observations / Learning walks PSCHEE topics – Who am I, Understanding Identity (Year 9), Emotional Health (Year 10), Relationships (year 7),</p>

## Moral Development

Aspects of Provision	The school is encouraging pupils' moral development by:	Evidence found in:
<p>Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.</p>	<p>Pupils know school rules and reasons for them            Pupils, parents and other adults are involved in drawing up school rules and reviewing them annually            All adults are aware of school rules, rewards and sanctions and model appropriate behaviour consistently            Parents are aware of the principles and values on which the school is based            Adults are prepared to review and re-assess rules in the light of experience            Rules are displayed clearly and positively around school</p>	<p><i>Tutor time activities</i>  <i>Regular training and updates for staff</i>  <i>BfL policy</i>  <i>Consultation with parents &amp; studentss – notes</i>  <i>BfL policy displayed in classrooms &amp; around school</i>  <i>BfL analysis – Dashboards, information given to Curriculum Leaders – rewards and behaviour points</i>  <i>School Ethos</i></p>
<p>Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria</p>	<p>Coherent policies to prevent discrimination on race, religion, gender, sexual orientation etc.            Coherent and planned teaching programmes for PSCHEE, Sex and Relationships Education, Drug and Alcohol Education etc.</p>	<p><i>Equality policy</i>  <i>Schemes of work – Drama, RE, PSCHEE</i>  <i>SMSC &amp; LIMB document; SMSC Mapping</i></p>
<p>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.</p>	<p>Pupils have opportunities to consider the consequences of their own and others actions and to consider issues of rights and responsibilities The teaching and learning environment allows pupils to express their own views of ethical and moral issues and personal values            Pupils are developing a willingness to be committed to personal values and to act upon these e.g. with regard to choices of lifestyle, being critically reflective on the values of others            Children are aware of contemporary issues of justice and values and have opportunities to explore these            Values e.g. justice are taught from different perspectives, e.g. classroom practice, local community issues, international projects and global concerns            School display and themes from Assemblies show how the school community is raising awareness of local and global concerns</p>	<p><i>Schemes of work – eg Drama (Stealing, Bullying, Stereotypes, Health); Geography (Sustainability); Science (Genetic modification); English (topics of racism, gender etc explored through texts examined); RE – Christianity &amp; other religions – beliefs &amp; values</i>  <i>PSCHEE topics – Citizenship (year 7); Alcohol awareness (Year 8); Spliff (Year 8); Relationships, Respect &amp; Law (Year 9); Citizenship – Law &amp; Identity (year 10); Homophobia (year 10)</i>  <i>Assembly themes</i>  <i>Performance by external theatre groups</i>  <i>Debating clubs</i>  <i>SMSC policy &amp; audit document; SMSC Mapping</i>  <i>SMSC &amp; LIMB documen</i></p>
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<p>Opportunities to practise moral decision making, with some exploration of the underlying values and beliefs upon which we base our decisions, e.g. through anti-bullying workshops, role play, choice and dilemma games, hot seating etc.</p>	<p><i>Anti-bullying programme as part of PSCHEE including e-safety and cyber bullying (also ICT); Respect, Relationships &amp; Law (9); Drugs and Alcohol topics (8); Bullying (7)</i>  <i>Drama schemes of work</i>  <i>Work with Safer Schools team eg prevention of knife crime, anti-social behavior etc</i>  <i>SMSC mapping</i></p>

## Social Development

Aspects of Provision	The school is encouraging pupils' Social development by:	
Identify the key values and principles on which school and community life is based	BfL policy and tutor time programme for the year Behavioural expectations, Inclusion policies Parents policy, agreements, Home-school agreements School aims, vision / mission statements, Collective worship policy understood by all	<i>BfL policy</i> <i>Tutor time activities</i> <i>Diary including home-school agreement</i> <i>Collective worship policy</i> <i>PSCHEE &amp; Citizenship topics</i> <i>See SMSC Subject Audits</i> <i>Student voice activities</i> <i>School Ethos &amp; values</i>
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	Inclusive practices e.g. newsletters accessible to parents in a suitable format on request, translators at parents' evenings, communication in home language where possible. Formal and informal structures to allow all stakeholders to communicate with the school Celebration of diversity in the school community through Collective Worship, Art, Drama etc.	<i>IQM Centre of Excellence</i> <i>Information from EAL staff</i> <i>Parent forum</i> <i>Assistant headteacher with responsibility for engagement with parents and carers</i> <i>Schemes of work</i> <i>Lesson observations</i> <i>Student voice activities</i> <i>Student leadership teams</i>
Encouraging pupils to work cooperatively	Teaching styles that encourage co-operative learning. Teaching about respect and how this affects our relationships	<i>Lesson observations</i> <i>Lesson delivery</i> <i>Explicit in schemes of work (RS, Drama, Music etc)</i> <i>PE – extra-curricular activities</i> <i>work of school council,</i> <i>Student Leadership teams</i>
Encouraging pupils to recognise and respect social differences and similarities	Opportunities for valuing the home and social background of children e.g. certificates celebrated in assemblies, work experience opportunities, open days in schools, after school clubs, 'extended schools' activities, PSCHEE and Drama - used to explore ways in which respect can be given to other people with their similarities and differences	<i>PSCHEE schemes, RS, Arts, Schemes of work and lesson observations</i> <i>Successful participation in work experience placements (compulsory and extended)</i> <i>International Week (KS3)</i>
Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions	Music and sports events, specialist subject days and weeks, Summer fair, fund-raising activities, residents lunches, library coffee morning Co-operative group-work	<i>Bi-annual whole-school production</i> <i>Termly productions / events throughout the year.</i> <i>Inter-house / Interform Events</i> <i>Fundraising – photographic evidence and sums</i>

		<p><i>raised</i></p> <p><i>Numerous sports teams</i></p>
<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self respect</p>	<p>Explicit teaching of social skills and strategies for civilised communication e.g. roles of individuals within groups, team games, a values education programme to promote personal qualities and attitudes that the school values</p>	<p><i>Tutor time activities</i></p> <p><i>Lesson observations</i></p> <p><i>Schemes of work – Hums, RS, PSCHEE, Philosophy and Ethics, Politics and Government</i></p> <p><i>Team sports activities – lessons and extra-curricular</i></p> <p><i>Group activities in lessons</i></p> <p><i>Student Leadership teams</i></p> <p><i>Student Voice activities</i></p>
<p>Providing a conceptual and linguistic framework within which to understand and debate social issues</p>	<p>Teaching using structured discussion, class discussion, socio-drama, Inviting visitors in for discussion, e.g. MPs,</p>	<p><i>Peers in schools programme – 6<sup>th</sup> form</i></p> <p><i>Lesson observations – class discussion</i></p> <p><i>Drama schemes of work – opportunities for structured debate and development of ideas</i></p> <p><i>Debate club- enrichment</i></p> <p><i>Jack Petchey (year 10 students in English lessons)</i></p>
<p>Providing opportunities for engaging in the democratic process and participating in community life</p>	<p>School council Extended schools activities</p>	<p><i>School / sports / house councils – register of students involved</i></p> <p><i>Minutes from meetings</i></p> <p><i>Photographic evidence of events</i></p> <p><i>Headboy / Head girl elections and campaigns</i></p> <p><i>UK Youth Parliament Elections</i></p> <p><i>Participation in local Youth Forums</i></p> <p><i>Mock Elections</i></p>
<p>Providing opportunities for pupils to exercise leadership and responsibility</p>	<p>School council, prefects, peer mediation, team/house sports, captains, target setting, class monitors, class representatives Child led initiatives e.g. to raise money Encouraging children to take responsibility</p>	<p><i>School council meeting minutes</i></p> <p><i>Students setting individual targets for improvement based on assessment data – student books</i></p> <p><i>SMSC evidence from Arts and Sports Outreach coordinator</i></p> <p><i>Student Guides for Open Evenings and other events</i></p> <p><i>Reception duties for all Year 8 students</i></p>

<p>Providing positive and effective links with the world of work and the wider community</p>	<p>Visits and visitors  Work related learning, work experience  Transition projects</p>	<p><i>Work related learning curriculum opportunities in KS4 and 5</i>  <i>Work experience for all students in Year 12</i>  <i>Careers programmes from year 8 – 13</i>  <i>Careers guidance with regard to Year 9 Option choices</i>  <i>Preparation for work Included in PSCH EE for year 11</i>  <i>Annual Careers fairs, links with further education establishments</i>  <i>Participation in borough competitions</i>  <i>Transition projects with feeder primary schools – Performance evening, enterprise days, community cohesion days with external visitors</i>  <i>Sports Leader activities with primary schools and other secondary schools</i></p>
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## Cultural Development

Aspects of Provision	The school is encouraging pupils' Cultural development by:	
Providing opportunity for pupils to explore their own cultural assumptions and values	e.g. personal projects/ investigations Equal Opportunity policy and plans School aims Directory of, and access to services and agencies Staff development and training	<i>Schemes of work – Humanities and RS; PSCHEE topics Equality policy and Action plan Staff development / training programme School Development Plan Work with other agencies (see community cohesion audit)</i>
Presenting authentic accounts of the attitudes, values and tradition of diverse cultures	Resources that support provision RS scheme of work and provision Non-stereotypical, current and relevant resources Critical use of a range of challenging sources Developing understanding of stereotypes and bias	<i>RS scheme of work Drama scheme of work – challenging stereotypes</i>
Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality	Diverse literature Links to schemes of work in, e.g. History, English, Drama and RE Recording incidents, following anti-discriminatory procedures	<i>Schemes of work BfL – record of incidents / monitoring of sanctions</i>
Extending pupils' knowledge and use of cultural imagery and language	International visits Cultural days/weeks Visitors Critical use of media Understanding and use of correct terminology Work covered in Geography, English, Art and Music	<i>International week/ European Week of Languages Gamelan, African Drumming and Samba workshops, Schemes of work</i>
Recognising and nurturing particular gifts and talents	Induction for new pupils and their families Induction for new staff Celebratory events of all kinds School commitment to links with parents and carers Planned Transition Newsletters, website celebration, parents pages Cluster events Extended schools provision	<i>Staff induction programme Achievement evening and assemblies Rewards trips Newsletter / website Transition programme Deep South Cluster events</i>
Providing opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and encouraging pupils to reflect on their significance	Schemes of work showing planned opportunities for cultural development and progression Spontaneous responses to events, e.g. responses to natural and man made disaster, poverty and relief campaigns, Participation in local cultural events	<i>Schemes of work Fund-raising activities Performance in the community Performances in school</i>



<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness</p>	<p>theatre, museum, concert and gallery visits, resident artist, foreign exchanges, visitors, Theatre Company, Drumming / Gamelan workshops Use of the Internet to research and develop awareness of cultural diversity</p>	<p><i>Schemes of Work International Schools (Intermediate Award) Visits to performances (see trips log) African Drumming, Samba and Gamelan workshops, Theatre workshops and performances on social issues Visits to Art Galleries (see trips log) Links with Hillingdon Arts Service Extended schools – work with Cluster Primary schools</i></p>
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc</p>	<p>Eg. Displays, murals, special projects Evidence around school of multi-cultural display, resources, special projects</p>	<p><i>ArtsmarkGold Workshops with external performers and theatre groups Links with Hillingdon Arts Service Prayer room décor – Cross-curricular project</i></p>
<p>School aims and ethos indicate an appreciation of the diversity and interdependence of cultures</p>	<p>Inclusion policy RE/ Collective Worship themes overview</p>	<p><i>Artsmark Gold (2014) IQM Centre of Excellence (July 2014) Healthy Schools Silver BfL policy Assembly themes Schemes of work Raising Attainment Programme</i></p>