



Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

Spiritual, moral, social and cultural education tracker 2022-2023

	Spiritual development	Moral development	Social development	Cultural development
Our aim/intent	Children at Ewelme are reflective about their own beliefs and understand and respect different people's faith and feelings, including if they are different from their own.	Children at Ewelme clearly understand the difference between right and wrong and understand that their behaviour and actions have consequences for themselves and others. As they get older they are able to apply this to their developing understanding of the law and can investigate and discuss moral and ethical issues, understanding and appreciating differing points of views.	Children at Ewelme work and socialise well with other pupils, including those from different religious, ethnic and socio-economic backgrounds and participate in the school and wider community through activities such as volunteering, fundraising etc. They understand and live by the fundamental British values and are well prepared, in their skills and character, for life in modern Britain.	Children at Ewelme have a good understanding and appreciation for the range of cultural influences that have shaped their own heritage and that of others. They recognise and respect diversity and difference but also recognise and value the things we have in common. They know about our system of democracy and participate in school democracy, as well as in a range of artistic, musical, sporting and cultural opportunities.
All	Regular reference to and discussion of the 5Rs (school values – ready, respectful, responsible, resilient and reflective) throughout school life, including during collective worship. These are also displayed throughout the school. Focus on diversity and respect for difference during collective worship, especially during second Autumn term during assemblies on school value of respect. The children collectively wrote, and now recite in all collective worship,	All children from Year 1-Year 6 have the opportunity to stand to be a School councillor and all children, including reception, get a vote in the school council elections. School council discuss a variety of issues linked to the life of the school, including representing children's views on house point treats, which charities and causes should be supported in school and organising events such as fundraising cake sales and litter picks.	Celebration of Black History Month through whole school assembly and class-based activities. Celebration of Pride Month through a whole school assembly. The fundamental British value of democracy is promoted through the school council and the participation of all pupils in elections. Pupils also have regular opportunities to hear feedback from their councillors and to ask questions and make suggestions. School council discuss a variety of	Celebration of Black History Month through whole school assembly and class-based activities. Celebration of Pride Month through a whole school assembly. All children from Year 1-Year 6 have the opportunity to stand to be a School councillor and all children, including reception, get a vote in the school council elections. School council discuss a variety of issues linked to the life of the school, including representing children's views on house point treats, which

	<p>the 'school prayer' which focuses on the school values, including being reflective "about our learning and god's teachings".</p> <p>The children attend a weekly service in church led by Father Stephen – Year 5 and 6 children are responsible for readings and lighting the candles.</p> <p>Children are encouraged and supported to be reflective about their own strengths and areas for development within their learning and wider school life during weekly 'Feedback Friday' sessions.</p> <p>All children participate in a variety of annual events that develop their spiritual education: Harvest festival in the Autumn term, the Christingle service in December and the 'Easter Experience' in April.</p>	<p>All children earn 'house points' for good behaviour choices and hard work which are then counted up on a weekly basis with totals shared in assembly. At the end of each term, the house with the most points earns a reward – certificate, small prize, special celebration assembly and non-school uniform day. This teaches the children that positive behaviour choices and hard work lead to good consequences. The school behaviour policy sets out appropriate sanctions that can be used if children's behaviour has not been good enough, including missing a period of break or lunch-time play, a school adult speaking with a parent/guardian, internal exclusions, fixed term suspensions etc. This teaches the children that poor or inappropriate behaviour choices have a negative consequence.</p> <p>Expectations for behaviour are reinforced through the school values (5Rs – ready, respectful, responsible, resilient, reflective), our rules for 'perfect lining up' and the playtime rules (all of which are displayed throughout school and regularly referred to).</p>	<p>issues linked to the life of the school, including representing children's views on house point treats, which charities and causes should be supported in school and organising events such as fundraising cake sales and litter picks.</p> <p>Children participate in a range of volunteering and fundraising activities focused both on the local community and national and international causes, including harvest festival donations to Wallingford Food Bank, Red Nose Day, Children in Need, Christmas Jumper Day (for Save the Children UK), sponsored participation in the Children's Chase and donations of supplies for Ukraine as well as litter picks on the school playground and field and community volunteering days to develop areas/aspects of the school site (i.e. painting the playground fence, clearing and redeveloping the peace garden). The importance and benefits of cooperation and teamwork are promoted by the weekly house point competition with the winning house receiving a reward each term. All children participate in their house teams during Sports Day in the summer term.</p> <p>The whole-school sing at the Newelme Club Christmas Party in December each year.</p>	<p>charities and causes should be supported in school and organising events such as fundraising cake sales and litter picks. Pupils also have regular opportunities to hear feedback from their councillors and to ask questions and make suggestions.</p> <p>All children participate in their house teams during Sports Day in the summer term.</p> <p>The whole-school sing at the Newelme Club Christmas Party in December each year.</p> <p>All children perform and sing, alongside class, during the harvest festival, Christingle service, and Easter Experience.</p> <p>Children in Years 1-6 have opportunity to participate in peripatetic piano lessons during school time.</p> <p>Children in Years 2-6 have opportunity to participate in London Academy of Music and Dramatic Arts tuition and to enter LAMDA examinations.</p> <p>Whole school attends a Christmas pantomime at Oxford Playhouse theatre in December each year.</p> <p>All pupils participate in an African drumming workshop or Commonwealth Dance workshop every year.</p> <p>All children participate in the Spotlight on Dance event in spring term.</p>
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Chaucer class (Reception and Y1)	RE curriculum begins to introduce children to Christian and Jewish beliefs.	The PSHE curriculum teaches children what kind and unkind behaviour is and how this behaviour can make people feel; about what respect means; about class rules, being polite to others, sharing and taking turns; about rules in different situations (in school, at home, outside etc.). PC Ben visits from TVP and discusses the role of the police in looking after the local community and upholding the law.	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. The children also take part in the Gymnastics Showcase in the second autumn term, working as part of team of classmates and Year 5/6 helpers to produce routines/sequences of gymnastic moves that are then demonstrated to an audience. The PSHE curriculum teaches children what kind and unkind behaviour is and how this behaviour can make people feel; about what respect means. Mutual respect and tolerance is developed through the RE curriculum which begins to introduce children to Christian and Jewish beliefs.	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. The children also take part in the Gymnastics Showcase in the second autumn term, working as part of team of classmates and Year 5/6 helpers to produce routines/sequences of gymnastic moves that are then demonstrated to an audience. The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. Children perform as part of whole class routine and as part of chorus for whole-school production every 2 years.
Roet class (Y2)	RE curriculum builds on the children's existing knowledge of Christian and Jewish beliefs and traditions. PSHE curriculum teaches children about respecting ourselves and others; recognising things in common and differences; sharing opinions; being the same and being different in a community.	The PSHE curriculum teaches the children about their different rights and responsibilities within school and the wider community; how to respond to hurtful behaviour, including online, and including incidences of bullying. PC Ben visits from TVP and discusses the role of the police in looking after the local community and upholding the law.	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. The PSHE curriculum teaches the children what makes a good friend, how to meet people and make friends, what causes arguments between friends and peers and how to resolve them positively. The PSHE curriculum also reinforces the fundamental British values of mutual respect and tolerance by teaching the children about respecting ourselves and others; recognising things in common and differences; sharing opinions; being the same and being different in a	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. Children perform as part of whole class routine and as part of chorus for whole-school production every 2 years. PSHE curriculum teaches children about respecting ourselves and others; recognising things in common and differences; sharing opinions; being the same and being different in a community.

			community. This is complemented by the RE curriculum which builds on the children's existing knowledge of Christian and Jewish beliefs and traditions.	
Burghersh class (Y3/4)	<p>RE curriculum continues to builds on the children's existing knowledge of Christianity and Judaism and introduces Hindu beliefs and traditions.</p> <p>PSHE curriculum teaches children about respecting ourselves and others including the ways in which people show respect and courtesy in different cultures and in wider society. PSHE curriculum teaches children the importance of respecting the differences and similarities between people and helps them to develop a vocabulary to sensitively discuss difference and include everyone.</p>	<p>The PSHE curriculum teaches the children the reasons for rules and laws in wider society; the importance of abiding by these and consequences for not doing so; to identify basic examples of human rights and their own rights and responsibilities in school and within their communities.</p> <p>The children watch Newsround on an at least weekly basis, discussing the stories and issues raised as part of Key Stage 2 assembly.</p>	<p>Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices.</p> <p>Children participate in a range of inter-house competitions in school, including rounders and netball. The trip to Ufton Court, linked to their history learning on prehistoric Britain, requires the children to work cooperatively in pairs and small groups to complete challenges, including weaving wattle, building a stone circle and making fire.</p> <p>The PSHE curriculum teaches children about the features of positive, healthy friendships, strategies to build positive friendships, how to seek support if they feel lonely or excluded and how to communicate respectfully with friends online.</p> <p>The PSHE curriculum supports the values of mutual respect and tolerance by teaching the children about respecting ourselves and others including the ways in which people show respect and courtesy</p>	<p>Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices.</p> <p>Children participate in a range of inter-house competitions in school, including rounders and netball. Children take on roles as part of group dances/routines or lines of dialogue for the whole-school show every 2 years.</p> <p>PSHE curriculum teaches children about respecting ourselves and others including the ways in which people show respect and courtesy in different cultures and in wider society. PSHE curriculum teaches children the importance of respecting the differences and similarities between people and helps them to develop a vocabulary to sensitively discuss difference and include everyone.</p>

			in different cultures and in wider society. The PSHE curriculum also teaches children the importance of respecting the differences and similarities between people and helps them to develop a vocabulary to sensitively discuss difference and include everyone. In RE, the children continue to build on their existing knowledge of Christianity and Judaism and are introduced to Hindu beliefs and traditions.	
De La Pole class (Y5/6)	<p>RE curriculum continues to build on the children's existing knowledge of Christianity, Judaism and Hinduism and introduces Sikh and Islamic beliefs and traditions.</p> <p>PSHE curriculum teaches the children why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. The PSHE curriculum also teaches the children how to listen to and respect different points of view and how to constructively challenge points of view they disagree with.</p>	<p>The practical purpose behind some laws and rules – i.e. personal and public safety – are explored and experienced through the Year 6 trip to Junior Citizens where they role play a variety of real life scenarios, such as dealing with strangers, crossing railway tracks etc.</p> <p>The PSHE curriculum introduces concepts such as homophobia, racism and other discrimination, in real life and online, and teaches the children how to safely respond to and report this. The PSHE curriculum also teaches the children about regulations and choices, drug use and the law and how to recognise and manage 'mixed messages' about drug use in the media.</p> <p>The children watch Newsround on an at least weekly basis, discussing the stories and issues raised as part of Key Stage 2 assembly. They also</p>	<p>Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices.</p> <p>The annual residential trip (5 days or 3 days in alternate years) builds the children's cooperation, communication, independence and teamwork through activities such as canoeing, climbing, abseiling, coasteering and caving.</p> <p>The PSHE curriculum teaches the children to manage friendships and peer influences and supports the fundamental British values of mutual respect and tolerance by teaching the children why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are</p>	<p>Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices.</p> <p>Children participate in the Oxfordshire Dance festival at Oxford New Theatre.</p> <p>Children take leading, speaking roles in whole-school production staged at the village hall every 2 years.</p> <p>PSHE curriculum teaches the children why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. The PSHE curriculum also teaches the children how to listen to and respect different points of view and</p>

		have access to up-to-date editions of First News on a weekly basis. During their history work on Victorian Britain, the children learn about and debate the criminal justice system of Victorian Britain, discussing the fairness of each punishment in relation to the crime committed and comparing this to the modern world.	different to their own. This is complimented by the RE curriculum which continues to build on the children's existing knowledge of Christianity, Judaism and Hinduism and introduces Sikh and Islamic beliefs and traditions.	how to constructively challenge points of view they disagree with.
Areas for development/ next steps	<p>Spiritual development: Establish reflection/prayer spaces in each classroom with a candle, copy of the bible, prayer slips and other calming objects to promote personal development, well-being and reflectiveness within the children.</p> <p>Spiritual, social and cultural development: Organise a broader range of trips and visitors to encompass a greater diversity of faiths and traditions i.e. visits to a mosque, orthodox and/or catholic church, hindu and sikh temples; visit from a rabbi.</p> <p>Social and cultural development: Invite local political leaders and representatives, such as the county councillor and/or member of parliament, to visit school and speak to the children.</p> <p>Cultural development: Explore the possibility of a whole-school trip to London with a different, age-appropriate focus for different year groups and/or phases i.e. visit to House of Commons for Year 5 and 6, visit to museum or theatre for Key Stage 1 etc.</p> <p>Social development: Develop links with a partner primary school in Oxfordshire that is situated in an area of socio-economic and cultural difference compared to Ewelme/South Oxfordshire.</p>			