

Report on Spiritual, Moral, Social and Cultural (SMSC) Development – September 2019

Our School Values:

Ravenswood School plays a very influential part in the personal development of our pupils; we do this foremost through our school values:

Through the very high standards that adults model around the school, we expect all pupils to:

- Value each individual's voice
- Build self-esteem and confidence
- Understand right and wrong
- Show respect and understanding for others
- Value the community and world in which we live
- Be proud members of the school community.

We secure outstanding progress in pupils' SMSC Development through the following:

| Intent | Implementation | Impact | Areas for Improvement |
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| <p>Spiritual development.</p> <p>A: 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.</p> <p>B: Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>C: Use of imagination and</p> | <p>Ravenswood is an inspirational learning community.</p> <p>Curriculum which provides breadth of opportunities to learn about ourselves, others, the local community and beyond. Subjects – RE, PSHE, Science, Geography, Art, DT, English</p> <p>RE curriculum which provides opportunities to explore and reflect on beliefs and values of different people.</p> <p>PSHCE curriculum which provides opportunities to explore and reflect on our own and others' feelings and values.</p> <p>A range of genre in guided reading in English, provides opportunities to reflect on others' experiences and how they overcome adversity</p> | <p>Pupils across the school learn to think about and consider beliefs of different groups of people, both religious and otherwise. This helps them develop a perspective on life and develop their interests.</p> <p>They learn to tolerate and respect the views of others.</p> <p>Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them. They develop a sense of awe and wonder.</p> <p>They learn the power of imagination and learn to be creative and dream. Assessment in lessons and marking enables all pupils to reflect and learn from</p> | <p>Improve the frequency of RE trips across the school focusing on different faiths. Utilise links with Christchurch.</p> |

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| <p>creativity in their learning.</p> <p>D: Willingness to reflect on their own experiences.</p> | <p>Time to Talk sessions provide time for deep thinking and reflection on beliefs and values, focus on key times of the year such as celebrations.</p> <p>High quality teaching which allows pupils to be imaginative and creative.</p> <p>High quality assessment providing pupils with opportunities to reflect on their own learning.</p> <p>Person- Centred- Planning for school leavers, allowing them opportunities to reflect on their experiences and make decisions about their future pathways.</p> <p>Pupils complete 'All About Me' which is used to help inform annual reviews and help the school make plans to support their dreams and aspirations.</p> <p>Participation in inspirational events e.g:</p> <ul style="list-style-type: none"> • Intra school and inter school sports competitions, • Annual Remembrance Service, Harvest (led by Bobby Shannon – Christchurch) • Visits to local church, Mosque, Synagogue • Visit to Star Trail • Visit to Salvation Army • Visit to Clevedon Foodbank • All on stage for our annual School Show. • Visits to galleries, exhibitions and Bristol Street Art • Dof E expeditions • Residential visit to Paris • Shakespeare for Schools Festival, performing at the Tobacco Factory • STEM Science events • Music Festival • Dance Festival, performing at Weston Playhouse • Sports Leadership of pupils in local primary school | <p>their own and others' experiences.</p> <p>Pupils build self-esteem, being able to appreciate their strengths and weaknesses and character.</p> <p>They build self-confidence and self-esteem.</p> | |

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| | <ul style="list-style-type: none"> • School Leavers' Assembly • Open the Book assemblies • Joining volunteer days • Lesson observations displaying criteria (across year): <p>1a – 1 1b – 10 1c – 3 1d – 4</p> | | |
| <p>Moral Development</p> <p>A: 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.</p> <p>B: Understanding of the consequences of their behaviour and actions.</p> <p>C: 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.</p> | <p>High Expectations for all Effective Behaviour Management strategies being consistently applied. School rules, traffic lights, Smiley faces/credits, DAB award, Team of the Week, Debriefs on behaviour incidents.</p> <p>Adults modelling How We Behave Here at all times & BEST.</p> <p>Older students modelling good behaviour, younger pupils aspire to be like them.</p> <p>Time to Talk sessions and high quality guidance to make the right choices.</p> <p>Interventions – FIG, Social Skills run by staff for groups of different pupils.</p> <p>Rewards for doing the right thing</p> <p>Restorative justice being used as a consequence for their actions.</p> <p>A curriculum which provides opportunities to explore and reflect on our own and others' feelings and behaviours, right and wrong behaviour and different moral and ethical issues.</p> | <p>From a young age, pupils are able to distinguish right from wrong. They learn to make the right choices in their own lives and to understand the consequences of their actions.</p> <p>In age appropriate ways pupils offer reasoned views about the behaviours of others, the rights and wrongs of issues and they develop a sense of moral purpose, fairness and ethics.</p> <p>They learn to respect school order and the laws in our society.</p> | <p>Primary pupils to nominate reps to send to the School Council meetings.</p> |

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| | <p>Subjects – RE, PSHE, Computing, Citizenship</p> <p>Visits by the police for KS4 students, along with visit to magistrate's court, fire arms centre, police horses, fire station.</p> <p>Anti-bullying week - November</p> <p>Safer internet week - February</p> <p>Sex and Relationships week – July</p> <p>Elections to the School Council and p-16 Council which expresses pupil voice on school matters and leaders respond to their voice.</p> <p>Charitable events organised by students to fundraise for others.</p> <p>Lesson observations: 2a – 2 2b – 3 2c- 0</p> | | |
| <p>Social Development</p> <p>A: 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.</p> <p>B: Willingness to participate in a variety of communities and social settings, including by</p> | <p>High expectations for all.</p> <p>Adults modelling good social skills, showing respect for all. Teaching includes paired and small group work to develop collaborative skills.</p> <p>Circle times/registration used to develop meeting and greeting skills.</p> <p>Snack times for young children are used to reinforce social skills of choosing, communicating and turn-taking.</p> <p>Time to talk sessions to develop oracy skills.</p> | <p>Pupils' social development is outstanding. They learn to use a range of social skills in different contexts, including working and socialising with pupils and adults within the community and beyond.</p> <p>They are willing to participate in a variety of social settings, co-operate well with others and learn to resolve conflicts effectively.</p> <p>They learn to think about and help others in school, the local community and beyond.</p> | <ul style="list-style-type: none"> • Further improve teaching of oracy skills and track progress in social communication skills. • Further links with other schools e.g primary sports trips. |

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| <p>volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <p>C: Acceptance of 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> | <p>School curriculum which provides breadth of opportunities to learn about ourselves, others, the local community and beyond.</p> <p>PSHCE curriculum which provides opportunities to understand what public institutions and services do for people throughout the country.</p> <p>Social skills groups to encourage pupils to work together, understand different viewpoints, develop social skills.</p> <p>Weekly trips to college – pupils can work with pupils from other schools.</p> <p>Work Experience – pupils work in a range of settings.</p> <p>Sports leadership – pupils work with and lead pupils from other schools.</p> <p>Options – pupils can choose which subjects interest them.</p> <p>Lunch time and after school clubs, so children can learn to play and socialise with others outside their class.</p> <p>School Council and p-16 Council, allowing pupils to take part in democratic processes and use their voice to influence others and to help others in the school and local community.</p> <p>Assemblies on elections and political influence.</p> <p>Enterprise and fundraising events when pupils develop ways of helping others in the local community and beyond.</p> <p>Community involvement – foodbank, fundraising, music festival, dance festival, links with other Special Schools for sports activities.</p> <p>Volunteering to join working parties e.g. ground clearance, building destruction, running stalls at summer fayre.</p> | <p>They accept responsibility for their behaviour, showing initiative and understand how they can contribute to community life.</p> <p>Pupils develop a broad general knowledge of public institutions and services in England along with knowledge of how to use them.</p> <p>Understand how their views can influence decision-makers.</p> <p>Appreciate the rights and responsibilities of individuals within the wider social setting</p> <p>Understand the strengths and advantages of democracy and how democracy works in the context of Britain and Europe in contrast to other forms of government.</p> | |

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| | <p>Local trips, end of year trips, residential trips, climbing interventions to Clip n Climb.</p> <p>Lesson observations 3a – 8 3b – 3 3c -0</p> | | |
| <p>Cultural Development</p> <p>A: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</p> <p>B: 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.</p> <p>C: Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p>D: Willingness to participate in and respond positively to artistic, musical, sporting and</p> | <p>School curriculum which provides breadth of opportunities to learn about ourselves, others, the local community and beyond and provides opportunities to engage in a wide range of arts and performance arts from a range of cultures:</p> <ul style="list-style-type: none"> • Music lessons and festivals with mainstream pupils • Dance lessons and dance festival at Weston Playhouse • Inter school sports competitions across NS and Bristol • Artist in assemblies and visits to galleries and Bristol Street Art • Drama activities • Shakespeare for Schools, performing with schools across NS and Bristol at Tobacco Factory. • Guided reading, using books from a wide range of cultures. • Educational visits to places of worship, cultural centres within the community such as Star Trail • Residential trip to Paris <p>Curriculum which provides opportunities to develop knowledge and understanding of events which have shaped our British culture; Subjects – History, Geography, Maths, MFL, English, RE, PSHE, PE, Art, DT</p> | <p>Pupils show appreciation of a wide range of cultural influences which shape their home and community.</p> <p>They participate enthusiastically in artistic, musical, sporting, scientific, technological and cultural opportunities.</p> <p>They learn to show respect for others, regardless of gender, disability, economic group, belief systems.</p> <p>They interact positively with people of different cultural, religious, and non-religious beliefs.</p> <p>They respect other people's rights to hold different views, opinions, according to their own cultural, religious and non-religious beliefs.</p> <p>They appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, to challenge any form of discrimination.</p> <p>They learn to recognise and understand their own cultural principles, values, and</p> | <ul style="list-style-type: none"> • Continue to explore and develop opportunities for pupils to learn alongside people of other cultures, faiths and beliefs. • Include in the school curriculum literature/art resources from cultures represented within the school and invite visitors from these cultures to talk with children, sharing their experiences. • Continue to monitor trips across the school, ensure that each class has opportunities to experience: a link with another school, an experience within the local community. |

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| <p>cultural opportunities.</p> <p>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.</p> | <p>Careers lessons and careers day, visits from police. Visits out of schools such as Axe/Frome trips to Courts, Police, Firearms etc.</p> <p>Lesson obs 4a – 1 4b – 0 4c – 0 4d -0 4f -0</p> | <p>the dynamic and developmental nature of these.</p> <p>They develop an understanding of the influences which have shaped their own cultural heritage.</p> | |