



**PUPILS' SPIRITUAL, MORAL, SOCIAL, CULTURAL and BRITISH VALUES AUDIT (January 2021)**  
 (Ofsted, School inspection handbook, May 2019 **Personal Development**) Completed during Covid-19 3<sup>rd</sup> Lockdown

Provision for the <u>Spiritual</u> development of pupils includes developing their:	How well do you think we do it?	How do you know? (What is your evidence) Other comments
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Core curriculum / Barnsley Agreed Syllabus</li> <li>• Creative Arts Week</li> <li>• Visits and Visitors to places of worship</li> <li>• Visits by Father David</li> <li>• Class Assemblies</li> <li>• Collective Worship / Virtual Assemblies</li> <li>• ICT/Website</li> <li>• RE curriculum</li> <li>• Assembly 'kisses and prayers'</li> <li>• Rights Respecting School Award (RRSA)</li> </ul>
Knowledge of, and respect for, different people's faiths, feelings and values	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Core curriculum - use of Barnsley Syllabus</li> <li>• Creative Arts Week</li> <li>• Visits and Visitors to places of worship</li> <li>• Visits by Father David</li> <li>• Class Assemblies</li> <li>• Collective Worship</li> <li>• ICT/Website</li> <li>• RE curriculum</li> <li>• Assembly 'kisses and prayers'</li> <li>• RRSA</li> </ul>
Sense of enjoyment and fascination in learning about themselves, others and the world around them		<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Art work</li> <li>• Writing</li> <li>• Displays</li> <li>• Class Assemblies</li> <li>• Role play</li> <li>• EYFS continuous provision inside and out</li> <li>• EYFS - Children leading their own learning (children's agency and 'in the moment')</li> <li>• Drama club</li> <li>• ICT</li> <li>• Trips and visits</li> <li>• Creative Arts Week</li> </ul>

Use of imagination and creativity in their learning	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Creative Curriculum</li> <li>• Creative Arts Week</li> <li>• Learning environments that celebrate children's learning</li> <li>• Engagement with home learning</li> <li>• EYFS continuous provision inside and out</li> <li>• Range of IT to support (including Oculus Rift)</li> </ul>
Willingness to reflect on their experiences	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Art work</li> <li>• Whole School Collective Worship</li> <li>• School Prayer represents the ethos of the school dedicated to those in need</li> <li>• Empathy for those in need</li> <li>• Reflection and recount of school trips (e.g. The Lion, the Witch and the Wardrobe)</li> <li>• Pupil questionnaires</li> <li>• Pupils' voice eg reading displays, website and Twitter</li> </ul>
The school follows the Barnsley Agreed Syllabus; the 6 main faiths are linked to topic areas where possible. Father David (Chaplain to the Queen), Parish Priest at St John the Baptist in Cudworth has very strong links with the school and is highly committed to the children as a friend and Governor.		
<b>Provision for the <u>Moral</u> development of pupils includes developing their:</b>	<b>How well do you think we do it?</b>	<b>How do you know?(What is your evidence)</b> <b>Other comments</b>
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	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Visit to Crucial Crew by Year 6</li> <li>• E-safety</li> <li>• Relationship and Sex Education new policy &amp; resources</li> <li>• School Rules, expectations and behaviours eg classroom charter</li> <li>• House Reward System</li> <li>• Whole School Assemblies</li> <li>• School Council and democratic understanding</li> <li>• Head Boy/Girl elections</li> <li>• Trips and Visits e.g. to Houses of Parliament, Town Hall</li> <li>• Regular visits from our MP</li> <li>• Behaviour and Discipline Policy &amp; Restorative Practice</li> </ul>
Understanding of the consequences of their behaviour and actions	Well	<ul style="list-style-type: none"> <li>• Behaviour and Discipline Policy (reviewed annually) &amp; Restorative Practice</li> <li>• Behaviour Support Learning Mentor appointed to be proactive in addressing behaviour needs</li> <li>• Warnings, rewards and consequence system</li> <li>• House system ~ reward trip</li> <li>• Positive reward systems eg Stars of the Week, Superstar Award, Sports Award, Reading Rewards</li> <li>• Attendance prizes</li> </ul>
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	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Current affairs discussed in year groups where appropriate</li> <li>• Curriculum themes that provide opportunities for discussion</li> <li>• Shared and guided reading sessions</li> </ul>

		<ul style="list-style-type: none"> <li>• Whole School Assemblies</li> <li>• Global issues through RRSA and topic</li> </ul>
The elements of the curriculum ~ Ask it, Grow it, Cook it and Film it enable moral development of children in a range of different contexts.		
<b>Provision for the <u>Social</u> development of pupils includes developing their:</b>	<b>How well do you think we do it</b>	<b>How do you know? (What is your evidence)</b> <b>Other comments</b>
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	Well	<ul style="list-style-type: none"> <li>• Opera North 'Big Sing'</li> <li>• School trips, visits and residentials ~ expectations</li> <li>• School Council</li> <li>• Socialising and lunchtimes, interventions ~ time to talk and socially speaking</li> <li>• Sports activities focussing on social development</li> <li>• Support for new starters</li> <li>• Birkwood's Got Talent</li> <li>• Brass Band England competitions</li> <li>• Collaboration sports events</li> <li>• EYFS 'Wow Said the Owl' and 'Little Big Dance'</li> </ul>
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	Well	<ul style="list-style-type: none"> <li>• Employment of specialist lunchtime sports coach</li> <li>• Macmillan Coffee Morning for the community</li> <li>• Fundraising ~ supporting Bluebell Wood Children's Hospice</li> <li>• Grow it and links with Robert Street Allotments</li> <li>• Cook it</li> <li>• Enterprise Club</li> <li>• Christmas Soiree</li> <li>• School Council</li> <li>• Tuck Shop (currently class based)</li> <li>• Thrive and Team Teach</li> <li>• Behaviour Support Learning Mentor</li> <li>• Actively encouraging Restorative Practice</li> <li>• Attendance at Church for Carols and Brass</li> <li>• Cudworth Christmas lights switch-on</li> <li>• Choir visits/ Afternoon Tea at local Care Home</li> <li>• Birkwood Brass performances</li> </ul>
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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	Well	<b>Democracy</b> <ul style="list-style-type: none"> <li>• Election of pupils onto the School Council (agreed Code of Conduct)</li> <li>• School Council Notice Board including Agendas and Minutes to demonstrate decision-making and pupil voice</li> <li>• Pupils share views on how school can be improved through pupil interviews and questionnaires</li> <li>• Pupils engage with local Councillors, MP, Mayor; visits to Town Hall and Houses of Parliament</li> <li>• Pupils learn about local democracy, elections and the role of MPs and councillors</li> <li>• All pupils contribute to a class charter/class rules</li> <li>• Election of House Captains/ Head Boy and Girl</li> <li>• Collaboration and turn taking through investigation</li> <li>• Pupils involved in the recruitment process for new staff</li> </ul>

		<p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Reinforcement of school and class rules when dealing with behaviour issues - classroom charter</li> <li>• Rewarding pupils who adhere to the school's behaviour expectations</li> <li>• Ensure the Behaviour Policy is applied fairly and consistently</li> <li>• Pupils learn quickly to distinguish between right and wrong</li> <li>• Visits from local Police to reinforce role in the community ~ eg through topic 'Who helps us'</li> <li>• Crucial Crew visit by Year 6</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• PSHCE and e-safety</li> <li>• Exploring human rights through UNICEF Rights Respecting School's programme (awarded Silver)</li> <li>• Pupils encouraged to share their problems</li> <li>• Pupils participation in 14 after school provision</li> <li>• Encouragement to have different opinions whilst respecting others' through Ask It</li> </ul> <p><b>Mutual respect and tolerance of those with different faiths, beliefs</b></p> <ul style="list-style-type: none"> <li>• Staff constantly reinforce expectations and what is not acceptable behaviour, including whole school assemblies</li> <li>• Support for charities, so pupils develop an understanding of others' hardship</li> <li>• RE Agreed Syllabus</li> <li>• Trips to places of worship and visits by religious leaders</li> <li>• Resources and displays reflect our multi-cultural society</li> <li>• Sponsored child in Uganda (Year 4 Robins previously)</li> </ul>
<b>Provision for the <u>Cultural</u> development of pupils includes developing their:</b>	<b>How well do you think we do it?</b>	<b>How do you know? (What is your evidence)</b> <b>Other comments</b>
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Well	<ul style="list-style-type: none"> <li>• Local Area Studies ~ History and Geography</li> <li>• Links with Grimethorpe Colliery Band</li> <li>• Meaningful and relevant curriculum</li> <li>• Visits and Visitors to and from local community</li> <li>• Creative Arts Week</li> <li>• Reading Comprehension and the development of Cultural Capital</li> </ul>
Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	Well	<ul style="list-style-type: none"> <li>• Creative Arts Week</li> <li>• Opportunities provided through thematic curriculum</li> <li>• Parental involvement from different ethnic origins</li> <li>• RE curriculum</li> <li>• Wide range of resources and displays to support</li> </ul>
Ability to recognise and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Well	<ul style="list-style-type: none"> <li>• Ask it / P4C</li> <li>• Core curriculum- use of Barnsley syllabus</li> <li>• Creative Arts Week</li> <li>• Visits and Visitors to places of worship</li> <li>• Visits by Father David</li> <li>• Class Assemblies</li> </ul>

		<ul style="list-style-type: none"> <li>• Collective Worship / Virtual assemblies</li> <li>• ICT/Website</li> <li>• RE curriculum</li> <li>• Assembly 'kisses and prayers'</li> <li>• RRSA</li> </ul>
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Well	<ul style="list-style-type: none"> <li>• Houses of Parliament visits</li> <li>• School Council ~ democratic elections</li> <li>• Visits by MP</li> <li>• House Captain representatives</li> <li>• Ask it / P4C linked to topics</li> <li>• Head Boy/Girl Elections</li> <li>• Visits from local councillors</li> <li>• Mrs Allen's MBE/visit to Buckingham Palace</li> <li>• Creative Curriculum</li> </ul>
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Well	<ul style="list-style-type: none"> <li>• Creative Arts Week</li> <li>• Many opportunities for Inter school competitions</li> <li>• Strong links with Grimethorpe Colliery Band</li> <li>• Organisation of 'Activity Band Weekend' supported by CM</li> <li>• Wide range of music opportunities</li> <li>• Recognition in the National Press</li> <li>• After school activities (15) No charge</li> <li>• Birkwood's Got Talent</li> <li>• Christmas Soiree</li> <li>• Productions in all Key Stages</li> <li>• Wide range of peripatetic opportunities</li> <li>• Financial support provided for all exams and lessons when needed; thanks to donations received</li> <li>• Dance lessons from Y1 – 6</li> <li>• Class Assemblies</li> <li>• Theatre visits</li> <li>• Pantomime and Nativity performances</li> <li>• More Able art/music/sport opportunities</li> </ul>
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. This is shown by their respect and attitudes towards different religious and socio-economic groups in the local, national and global communities	Well	<ul style="list-style-type: none"> <li>• Comprehensive curriculum that addresses children's needs and interests</li> <li>• Visits and visitors</li> <li>• Creative Arts Week</li> <li>• Ask it / P4C</li> <li>• RRSA (Awarded Silver)</li> <li>• Assemblies</li> <li>• Anti-bullying Weeks</li> <li>• Whole-school inclusive approach</li> <li>• RE curriculum</li> </ul>

**Judgement: Outstanding** ~ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.