

<b>Every school in England must promote SMSC, which is particularly important to Ofsted.</b>	
<b>SMSC Outcomes</b>	<b>At Bradstow</b>
<b>Spiritual development of Young People is shown by their:</b>	
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>RE sessions in the lower school</li> <li>Whole school and Lower / upper school assemblies</li> <li>Religious and community events</li> </ul>
<ul style="list-style-type: none"> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Community events and weekly community trips for shopping etc</li> <li>Special class trips and visits</li> <li>Science, creative arts, PSHE SRE and independent living sessions</li> </ul>
<ul style="list-style-type: none"> <li>use of imagination and creativity in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Creative arts, sports, PSHE+SRE, science and other curriculum sessions</li> </ul>
<ul style="list-style-type: none"> <li>Willingness to reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluations after sessions</li> <li>Involvement in IEP / annual reviews and target setting when able</li> <li>Social stories to explain events etc.</li> </ul>
<b>Moral development of Young People is shown by their</b>	
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>PSHE+SRE, independent living and social development during good morning sessions</li> <li>Community experiences</li> </ul>
<ul style="list-style-type: none"> <li>understanding of the consequences of their behaviour and actions</li> </ul>	<ul style="list-style-type: none"> <li>Learning about being a good friend and how they can help others as part of PSHE+SRE curriculum</li> <li>Natural consequences following events (we do not use sanctions for behaviours due to the needs of our Young People)</li> <li>Learning about world and local events during good morning and news sessions</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Class meetings and community council meetings where young people discuss issues with meaning to them and have a voice in positive change</li> <li>• Class sessions – PSHE+SRE, Good health, Independent living, RE etc</li> </ul>
<p><b>Social development of Young People is shown by their</b></p>	
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience and enterprise programmes for post 16</li> <li>• class trips and visits as well as community and religious yearly events</li> <li>• taking part in Wandsworth carol concert, local music festivals, ww2 concerts etc</li> <li>• Visiting other learning environments, and shops and cafés.</li> </ul>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday learning around self-regulation and the Zones of Regulation.</li> <li>• Community volunteering, work experience, social events, joining clubs and weekly shopping and café visits as well as travel training.</li> </ul>
<ul style="list-style-type: none"> <li>• 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Please see our British Values coverage document which explains in more detail where we cover British Values.</li> </ul>
<p><b>Cultural development of Young People is shown by their</b></p>	
<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in yearly or special one off religious or cultural festivals</li> <li>• Learning about different cultures in assemblies and lessons (for example, RE, Music, Creative arts) and learning about themselves in PSHE+SRE</li> </ul>

<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Socialising with peers and getting to know staff who help them who all form parts of our community</li> <li>• As previously mentioned special trips and visits as well as lessons and assemblies</li> </ul>
<ul style="list-style-type: none"> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> </ul>	<ul style="list-style-type: none"> <li>• For those able this would be covered through our communication and news sessions and history sessions.</li> </ul>
<ul style="list-style-type: none"> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of opportunities offered through creative art, music, sporting and cooking sessions. These are especially strong due to the provision of enhanced and specialist curriculum teachers that we provide at Bradstow.</li> <li>• As previously mentioned special trips organised to enhance curriculum teaching, yearly or special local or global festivals whether religious or otherwise</li> </ul>