



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School
Evaluation of Spiritual, Moral, Social and Cultural Development
May 2024

SPIRITUAL	
Provision	Outcomes
<ul style="list-style-type: none"> • Opportunities to develop experiences which provide curiosity and awe and to reflect on these experiences • Displays with RE links; strong 'creativity through RE' provision through RE Days. • Classes visit St Barnabus Church at points in the school year for different Christian festivals • Fortnightly assemblies led by St Barnabus Church together with an additional half-termly visitor from Wokingham Vineyard. • Y3&4 performance at Christmas at St Peter's Church, Yateley. • Participation in music lessons and events including weekly whole singing sessions, Young Voices at the O2, Community Cluster event, termly music assemblies to parents following Hampshire music service lessons. • Teachers encourage children to try hard – to do their best and to be resilient when things aren't easy • Teachers show respect for children's beliefs and religious practices • Opportunities to explore other beliefs during RE/PSHE and wider curriculum lessons • National Portrait Gallery Take One Picture week in September (biennial), opportunities to explore spiritualism through paintings and share with parents at parents evening • Themes in Assemblies with regular links to a range of different faiths, e.g. Hanukah, Divali, Eid, Ramadan. Some religious themes in assembly are discussed by people of that particular faith. • Our world in our school week in June 2023 celebrated the diversity within the school • Teachers promote self-esteem and care about the wellbeing of the whole child and carryout an emotional check-in daily • Everyone is valued • There are regular opportunities to explore and understand feelings, especially with the Emotional Check-in, myHappy Mind scheme of work Circle Time and thoughtsboxes • Teachers help children to understand the importance of effort • Promoting teaching styles which value children's own questions, including through Philosophy for Children • Visits to non-Christian places of worship and non-Christian visitors to assembly (where possible) • Special events celebrated with focus lessons e.g. monarchy related events, Holocaust Memorial Day, St George's Day, Children's Mental Health Week • Reflection time during Forest School activities – awe and wonder in nature 	<ul style="list-style-type: none"> • Children are confident expressing their emotions evoked by music, art etc. • Children enjoy school and are engaged in their learning • Children are keen to develop their own abilities • Children are keen to do well • Children show a respect for themselves and others • Children demonstrate a sense of empathy and compassion for others • Children are highly reflective regarding their own behaviour
MORAL	
Provision	Outcomes
<ul style="list-style-type: none"> • Clear lead from Headteacher and SLT; behaviour instances rigorously investigated, logged, monitored and appropriately actioned. • Equality is promoted throughout the school • Firm but fair approach to behaviour management which rewards good behaviour but has clear sanctions for unacceptable behaviour; parent involvement when behaviour is an issue is a strength – majority of parents work effectively with the school to improve their child's behaviour where necessary • Where necessary amendments to the Behaviour Policy are made to ensure the needs of pupils with special educational needs are met • Six school values and six school rules have been created following consultation with staff, parents and pupils. These provide the backbone to the school behaviour policy, including the reasons why children receive Potley points. 	<ul style="list-style-type: none"> • Children respond well to high expectations • They know how to deal with bullying and instances of bullying are rare – bullying overview available • Interaction and behaviour is consistently good across the school • Children want to help others • The vast majority of children are able to self-regulate their behaviour and have high levels of maturity • Children are able to distinguish right from wrong

<ul style="list-style-type: none"> • The six values and rules provide the focus for assemblies each week together with the British Values • Incidents where protected characteristics are made fun of are appropriately logged and shared with Hampshire • Behaviour plans, Consistent Approach Plans and other strategies used effectively for children who need support to make good behaviour choices • Structures are in place for discussing moral issues through assemblies, PSHE, Science and Philosophy for children, which includes personal rights and responsibilities • Children are allocated responsibilities e.g. Play Leader, school council members, Team Captains, librarians, JRSOs, EARA • Regular monitoring of provision by PSHE Manager and SLT • Good quality circle time used by all staff • We are a “telling” school for dealing with any bullying instances • NSPCC Workshops taken place in February 2024 • Kindness Week, (Anti-bullying week) during November – whole school focus • Link Charity identified by School Council provides a focus for fundraising together with other prominent causes, e.g. Children in Need, Comic Relief. Or fundraising for global events, e.g. war in Ukraine • Foodbank accessed by school and fundraising supported for it by school • School supported the local community in June 2024 as part of The Big Help Out project (for the Coronation) • Visits by police, paramedics, MPs • Examples of Citizenship celebrated through weekly bulletins • Online events frequent and recurrent, including Safer Internet Day in February. 	<ul style="list-style-type: none"> • They have a willingness to express their own views on ethical issues and personal values • They are considerate of others • Children have an understanding of local, national and global issues
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SOCIAL

Provision	Outcomes
<ul style="list-style-type: none"> • There is a significant emphasis on ensuring good relationships – adult to adult and child to adult • Residential trips take place in Y4 (Runways End) and Y6 (Osmington Bay) • Teachers ensure they plan for group work which gives children opportunities to talk and encourages pupils to demonstrate teamwork • Response/talk partners regularly used • Children given various responsibilities e.g. Team Captains, play leaders, JRSOs, librarians • Positive whole school experiences used to develop social aspects – drama productions, class assemblies, talent shows, sports days, links with Age Concern care home • Personal qualities and values, (demonstrated through the School Values), are promoted day-to-day through interactions, assemblies whilst also being linked to the school behaviour system • Children involved in electing school council members • House teams used to promote teamwork and collective responsibility • School Values and Rules • STEP badges • Communal events e.g. Christmas performance, Sports Day, Jubilee Tea-party. • Children run stalls at events where possible, e.g. fetes, cake sale. • Visitors to the school from a range of walks of life • Community links and volunteering e.g. litter picking, gardening, Care home links, the Big Help Out • Periodic talent shows and participation in wider events, e.g. Young Voices, community cluster event • Out of school achievements celebrated, e.g. sporting, music, living the school values • School Council to put forward views and organise events, e.g. adventure playground, library ideas, Careers Day • Children’s Mental Health Week focussed on NHS 5 ways to good mental wellbeing, including making connections • Lunchtimes organised to allow greater social interaction and enjoyment for pupils using equipment and playing games whilst working with playleaders 	<ul style="list-style-type: none"> • Children demonstrate mutual respect and trust • They are confident and happy pupils • Children work well in groups, sharing views and opinions • Children show respect for others, their property, the school environment • Children demonstrate an understanding of their rights and responsibilities and those of others • Children have an understanding of local, national and global issues • Greater social engagement and opportunities for developing skills at lunchtime. •

<ul style="list-style-type: none"> • Nurture Group for targeted children, with a focus on social skills and developing effective friendships, this has also been the case with particular pupils during Canine Assisted Learning • Outdoor learning now built into curriculum for all pupils • Annual Y6 'Think Safe' event. • Bikeability training for Y6s ensuring every child is better at riding a bike by the end of the experience, no matter what their ability • Interventions aimed at supporting children with emotional health and wellbeing issues such as nurture, ELSA, canine assisted learning and play therapy • myHappy Mind covers a range of aspects including teaching children how the brain works, how to celebrate, appreciate, relate and engage. • Opportunities to work collaboratively on activities during outdoor learning • Assemblies focusing on British Values • Annual 'prejudicial language' questionnaire analysed by SLT 	
CULTURAL	
Provision	Outcomes
<ul style="list-style-type: none"> • Curriculum is carefully planned to include contexts for learning from a range of cultures and where appropriate, links being made between subjects • Audit of library books taken place to ensure they reflect authors and people from a cross section of society • PSHE & RE subject leaders evaluate provision each year and plan next steps • Resources are available to reflect a range of different cultures • Establishment of Equality and Rights Activists group to raise the profile in school • The school respects and celebrates the different cultures within its own community through assemblies and some theme days/weeks, events (e.g. St George's Day, Platinum Jubilee, Coronation etc) and focus on festival days • Our World in Our School Week in June 2024 provided an opportunity for the range of diversity evident in school to be celebrated and promoted within the wider school community • School dinners have themed days to link with a range of festivals. • PTA have recently held events which have a cultural reflection, e.g. Halloween disco, Valentines Day disco. • Children experience art and music in a wide range of forms e.g. Charanga music, music lessons, 'Listen to Me' lessons (Hampshire Music Service), art assemblies, illustrator visit, Take One Picture. • Range of workshops to engage and enthuse children's interest e.g. drama, music, curriculum, NSPSS • Opportunities for music and drama beyond school, e.g. external music and drama clubs, Young Voices, Community Cluster event. 	<ul style="list-style-type: none"> • Library resourced with books from a number of countries and cultures • Despite large majority of White British families in catchment area, children from different cultures mix happily • Understanding of different cultures around the world • Respect for others' views and customs • Rare instances of any racist or misinformed comments – tracking available

Promoting British Values at Potley Hill

The Department for Education has reinforced the need **“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”**

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values are reiterated every year. At Potley Hill, these values are reinforced regularly and in the following ways:

Democracy

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. One council member per class from Reception to Year 4 and two council members for each class in Years 5&6 are voted in.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHE lessons and myHappy Mind scheme of work.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reinforced by being one of the School Values

Tolerance of those of Different Faiths and Beliefs

Potley Hill is situated in an area which is not greatly culturally diverse; therefore we place an emphasis on the children's understanding and appreciation of diversity. Assemblies are planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE (Religious Education) and PSHE (Personal, Social, Health Education) teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school together with identifying opportunities to celebrate the diversity of the community.

At Potley Hill, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Our Equality Policy is integral to all we do in our school.