



SCHOOLS WITH SOUL



Spiritual, Moral, Social, Cultural Development Health Check

Area of Activity	School Response
ART	
Drawing, painting etc.	<i>Children at Yorke Mead benefit from at least 1 half term/ year when they are taught by a specialist art teacher. This ensures that art is valued not just for the role it plays supporting across the curriculum but for its own sake too. There is always at least one after school art club open to pupils, one of which is led by the head teacher allowing children to pursue art interest further</i>
Learning to express thoughts and feelings	<i>Ethos of learning built on valuing children's thoughts through strong talk for learning emphasis Emotion coaching focuses children on understanding difference between emotions and actions Reflection after significant emotional responses focusing on problem solving alternative actions if same thing happens again</i>
BEHAVIOUR	
Establishing good behaviour in school	<i>Whole school behaviour policy – everyday a fresh start Explicit teaching focused on learning behaviours Children involved in managing own behaviour and taking responsibility for own learning Behaviour monitors to be introduced Sept 16</i>
Building social skills for outside school	<i>P4C encourages well rounded thinking PSHE curriculum supports personal development through both themed weeks and SEAL core units</i>
Demonstrating and encouraging leadership	<i>Y5 and Y6 play leaders on younger play ground Buddy Groups led by Y6 School Council Reading partners across the school Behaviour monitors to be introduced Sept 16</i>
EXTRA CURRICULAR	
Clubs	<i>Wide range of free clubs allowing for interests across a broad curriculum Termly subscription allows access for all</i>
Field Trips	<i>Every class completes at least one trip with many year groups completing 1 per term in key stage 2 Themed days to widen experiences</i>
GUIDANCE	
Helping those who need direction/nurture	<i>Emotion coaching Dedicated pastoral team 1:1 support for vulnerable pupils Dedicated support for looked after/post LAC children Success plans and learning plans for post LAC children and SEN children</i>
HEALTH – PHYSICAL & MENTAL	
Understanding the importance of keeping healthy	<i>Key focus of PE lessons and science lessons as well as PSHE Annual health and well-being week to enhance sports week</i>

Healthy Eating	<i>Fruit scheme encourages 5 a day Healthy lunch box and school food policy Water only policy for drink in school</i>
Fitness	<i>Enhanced outdoor learning facilities with key focus on active play Sports coach employed 1 ½ days/week</i>
Emotional Health	<i>MindUP curriculum taught across the school Bright stars focus on managing anxiety Clear whole school approach to supporting emotional health Dedicated pastoral team with strong understanding of emotional health and impact of anxiety/attachment etc.</i>
Coping with disability	<i>Positive role models encouraged Ability rather than disability the focus Recognition of strengths of individual s</i>
LANGUAGE	
Understanding how people talk to each other	<i>Relationships key themes for PSHE and assemblies Emotion coaching allows reflection on this P4C encourages respect</i>
Listening skills	<i>P4C and talk for learning encourage listening Modelling of active listening by school staff Broad music curriculum encourages listening Peer work and talk partners develops pupils ability to listen to each other</i>
Understanding stories	<i>School adopts Power of Reading which engages children as a whole class with high quality texts discussed as a class Assembly stories explored for meaning</i>
Creating stories	<i>Talk for writing and oral story telling key feature for younger pupils Writing stories based on excellent models key part of English curriculum Stories often used to illustrate in other curricular areas</i>
Expressing ideas	<i>Creative writing including poetry Discussion around words, phrases etc. supports expression and understanding of language</i>
LEADERSHIP & RESPONSIBILITY	
Children suggesting themes for assemblies	<i>Pupil voice assembly each Wednesday 'Talking Assembly' encourages pupils to put ideas forward This is an area more work needs to happen in</i>
Children suggesting themes for learning	<i>Following children's interests creates main focus of learning in Early Years Children asked to give opinions on clubs they would like to be included in club lists Pre topic work to find out what pupils already know and what they would like to know supports driving topics</i>
Children presenting to an assembly	<i>Harvest, annual plays, annual assemblies part of routine that encourages pupils to talk/present in assemblies Weekly sharing assembly will include incidental questions for children to answer No hands up policy adopted in a number of assemblies</i>
MUSIC	
Listening to & appreciating music	<i>Music played weekly in assembly – wide range of genres with key focus on picking out lyrics or understanding message behind the lyrics First Access specialised teaching in Y3 (strings) and Y5 (djembe drums) Assembly opportunities sought to demonstrate musical performance – both professional and for children in school termly celebration assembly</i>
Learning to play a musical	<i>First Access specialised teaching in Y3 (strings) and Y5 (djembe drums)</i>

instrument	<i>School encourages learning instruments offering string, guitar, ukulele, drumming, clarinet and piano lessons Recorder club to be re-introduced Sept 16</i>
PARENTAL INVOLVEMENT	
Making parents aware and involving parents	<i>Weekly newsletter keeps parents well informed Workshops for parents annually based on key messages – in 2015/16 this included life without levels, the new curriculum expectations and growth mind-sets</i>
Encouraging parents to talk to pupils about values	<i>Weekly newsletter includes suggestions for themes parents might talk to children about as well as focus of learning for each year group that week DARE TO values certificates keeps values at front of pupils minds and provide focus for teaching and learning</i>
POLICIES	
Policies into practice	<i>Policies developed with staff and written after work completed so true reflection of the experience Support documentation ensures staff enabled to deliver policy Staff handbook supports new staff into 'Yorke Mead Way'</i>
PUPIL ENGAGEMENT	
Seeking children's ideas and viewpoints	<i>Pupils voice key feature of leadership work linked to co-ordinator subjects Talking assembly weekly School council From Sept 16 weekly Pupil Forum to be introduced with HT (different focus group each week)</i>
Outdoor learning	<i>School grounds re-developed to encourage outdoor learning SDP prioritised outdoor learning 2014-2016 in order to establish routines School developing as Forest School – 1 teacher trained 2015/16, 3 more to be trained 2016/17</i>
P4C	<i>All staff completed level 1 P4C training Children have power to direct the focus of conversation. All pupils heard and opinions valued</i>
RELIGION	
Collective worship in assembly	<i>End of assembly reflection time or prayer for whole school assemblies Local ministers, vicars invited into school to lead assemblies</i>
Understanding what belief means	<i>Key focus of both P4C and Religious Education lessons Opportunities to experience religious practices first hand e.g. Holy celebrations, turning classroom into Mosque etc.</i>
Helping celebrate own faith	<i>Key religious events explored in assembly Class celebration of faiths of children in the class – individual children/parents invited into class to discuss festivals/beliefs</i>
Respect for other religions	<i>Key religious events explored in assembly Individual children/parents invited into class to discuss festivals/beliefs Use of visitors from range of faiths e.g. Buddhist Monk Staff has good range of varied faiths and staff expertise shared – Christian, Jewish, Muslim, Hindu</i>
Visiting places of worship	<i>Visits made to Temple, Church, Synagogue Annual Carol Concert (KS2) at local church Visit 2x year to Baptist Church for Christmas and Easter Labyrinth</i>
COMMUNITY INVOLVEMENT	
Outside volunteers	<i>Church warden regularly visits and supports reading across the school Parent who is local artist has completed artist in residence type work Parent/grandparent volunteers as well as ex pupils</i>

	<i>School used by number of local groups including girl guides and this year for the first time The Allotment Association</i>
Parish Council	<i>Strong Parish Council Ranger links – supported development of school allotments Children have been involved in litter picks and tree planting in the community This area would benefit from greater focus</i>
Churches	<i>Annual Carol Concert (KS2) at local church Visit 2x year to Baptist Church for Christmas and Easter Labyrinth</i>
SELF ESTEEM	
Celebration of achievement	<i>Growth Mind-set focus in school Weekly celebrations assembly with certificates focused on effort and learning behaviours not attainment Daily rewards system through behaviour policy Termly Celebration Assembly</i>
Supporting pupils with low self esteem	<i>Growth Mind-set focus and Power of Yet Additional support as required through Pastoral team P4C</i>
Believing in yourself whilst respecting others	<i>Super, Mega, Ultra challenges – self- choice on level of challenge P4C Positive behaviour for learning approach Power of Yet</i>
Encouraging children to speak in front of others	<i>Talk for learning structure P4C</i>
Encouraging self-assessment	<i>Daily self-reflection on learning using traffic lights and comments between teacher and pupil Peer assessment Use of Super, Mega, Ultra challenges</i>
SOCIAL AWARENESS	
How to be a good citizen	<i>Charity work as whole school both national events and school focused events Older pupils supporting younger pupils Magistrate talk to Year 6 before leaving for secondary school School Council P4C – understanding opinions Assemblies focused on key world events Behaviour Policy</i>
Understanding money	<i>Christmas café focused on profit and costs Charity events – spending and planning events</i>
Understanding what work means	<i>Office jobs for Y6</i>
Supporting charities	<i>School Council Charity stall – local event National charity events supported nationally e.g. Jeans for Genes, Children in Need etc.</i>
SPORT	
Teamwork	<i>All pupils able to be part of school team if attending club/training Recognition of TEAM as a whole and not individuals Membership of Sports Partnership ensures all participate in sport Group focused learning</i>
Keeping fit	<i>Outdoor learning PE twice a week – 2 hours / week</i>
Discipline of learning rules	<i>Class and school rules devised by pupils</i>

	<i>Fair play focus</i>
THINKING	
Reflection time	<i>Think Pair Share approach in class Use of MindUP sessions Reflection after key events to support changing behaviour P4C encourages reflection at the end of a session</i>
Encouragement to think and express considered opinions	<i>P4C focus on valuing others' opinions and respectful challenge of these Talk for learning approach in school</i>
VALUES	
Talking about values	<i>School 'DARE TO' values key focus of classroom and whole school discussion</i>
Respect for others' opinions	<i>P4C focus on valuing others' opinions and respectful challenge of these PSHE focus on individuality</i>
Establishing a basic moral code. Dealing with moral dilemmas	<i>School behaviour policy P4C discussions</i>
Fairness and social justice	<i>School behaviour policy Strong ethos of prevention of bullying – children know their role in this</i>
Inclusiveness	<i>Strong ethos of support for SEN children and children with additional needs</i>
Friendship & sharing	<i>PSHE focus on what makes a good friend</i>
ENSURING COMMUNITY AWARE	
Website	<i>Website regularly updated Weekly newsletter for parents Encouragement of local media to pick up key events as news story</i>
Statement of values	<i>School Value statement included in all school policies Main central display reflects school ethos.</i>