

# Ravenor Primary School

## Pupils' spiritual, moral, social and cultural (SMSC) development

### Notes of pupil focus group discussion on impact of SMSC (09.10.15)

A group of 12 children met with Bill Bolloten (external consultant) and Daljit Sehmbi (governor) to discuss a range of issues related to SMSC development.

Aspect	Responses and evidence
<b>General views on the school</b>	<p>Comments from children were overwhelmingly positive about the school, and reflected the impact of the school's core values in creating a safe, respectful environment".</p> <p><i>"Staff are really supportive. They always ask if you are okay."</i></p> <p>In particular, children were able to describe key impact of initiatives such as Working With Others (WWO).</p> <p><i>"Every month we have a focus. The current one is on using and knowing names."</i>  <i>"The tree in the classroom has a name: It's about the 5 Rs."</i></p>
<b>Behaviour, safety and relationships</b>	<p>Children articulated how they were supported to be safe, but also to positively manage relationships. There was a high level of awareness of the Rs values: respectful, resourceful and resilient</p> <p><i>"Bullying is not a big problem."</i>  <i>"We have anti-bullying week when we make posters and talk about bullying."</i>  <i>"Even if we don't like a person we have to try to get to know them."</i>  <i>"Working With Others has really helped me. I didn't used to get along with people, but it has helped me build friendships with people."</i>  <i>"When you first come to the school it's a bit scary, but then you realise that people here are really nice."</i>  <i>"When you are working together you should try to be resilient."</i></p>
<b>Awareness and appreciation of difference and diversity</b>	<p>Children were aware that children in the school were both unique and different; that they speak different languages and have diverse faith backgrounds.</p> <p>They showed an ability to be reflective about some of the opportunities they had had to learn about different faiths, such as visits to places of worship</p> <p><i>"We have to respect other religions, other beliefs."</i>  <i>"It's a multicultural school. We are thankful that it's diverse."</i>  <i>"We are all different but we are a team."</i>  <i>If you made fun of someone's religion it would be out of order."</i></p> <p>Some of the children also identified aspects of faith and belief that they wanted to know more about.</p> <p><i>"I'm a Christian and I know a lot about that but I don't know much about Muslims."</i></p>
<b>Enrichment and extra-curricular activities</b>	<p>The children talked with enthusiasm about some of the opportunities provided for learning and personal development outside the classroom, including clubs and after-school activities.</p> <p>Each child was able to identify a personal example of an educational visit or activity they had taken part in.</p>