

If the school is seen as an ecosystem, are all the parts nurturing each other?

### Provision – water and sunlight

- How are we nurturing personal development within SMSC?
- How do we unlock the hidden potential within our children?
- What knowledge, skills, values and attitudes do our children need to thrive?
- Does our behaviour policy stunt growth or enhance it.



### Context – soil/substrate

- What kind of foundations are our children growing up in? What is our ethos and vision? Does everyone in the school own this vision?
- Have we sampled the soil to see what wealth it already contains? Where are our strengths and weaknesses as a school in terms of children's personal development?
- Does our ethos complement what we are trying to achieve through SMSC? What needs to be weeded out?
- Is our school ecosystem healthy? How does our environment - the corridors, playgrounds, staff room, classrooms and lunch rooms, make our children and staff feel?

### Outcomes – seedlings

- What does a healthy seedling [child] look like? What are children getting from what we are providing for them? How do we know?
- How are children responding, acting and behaving?
- Are our children thriving? What signs of personal development are there?

## Provision – Water and Sunlight

If the school is seen as an ecosystem, are all the parts nurturing each other?



Does our behaviour policy stunt growth or enhance it?

How are we nurturing personal development within SMSC?

What knowledge, skills, values and attitudes do our children need to thrive?

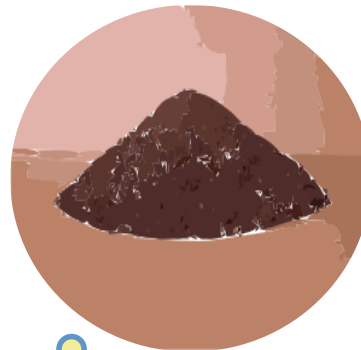
How do we unlock the hidden potential within our children?

## Context – Soil / Substrate

If the school is seen as an ecosystem, are all the parts nurturing each other?

Does our ethos complement what we are trying to achieve through SMSC? What needs to be weeded out?

What kind of foundations are our children growing up in? What is our ethos and vision? Does everyone in the school own this vision?




Is our school ecosystem healthy? How does our environment - the corridors, playgrounds, staff room, classrooms and lunch rooms, make our children and staff feel?

Have we sampled the soil to see what wealth it already contains? Where are our strengths and weaknesses as a school in terms of children's personal development?

## Outcomes – Seedlings

If the school is seen as an ecosystem, are all the parts nurturing each other?



How are children responding, acting and behaving?

Are our children thriving? What signs of personal development are there?

What does a healthy seedling [child] look like? What are children getting from what we are providing for them? How do we know?