

SCHOOT Education- Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SPIRITUAL DEVELOPMENT: Curriculum Subject English

The SPIRITUAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SPIRITUAL Development
<ul style="list-style-type: none"> ■ ability to be reflective about their own beliefs (religious or otherwise) and perspective on life 	<p><i>Spiritual development in English involves children exploring the meanings of different books and texts and empathising with characters facing problems within their lives. They may make predictions based on the beliefs of the characters, or even themselves. Reflecting on how these may even affect the outcomes of the stories.</i></p>	
<ul style="list-style-type: none"> ■ knowledge of, and respect for, different people's faiths, feelings and values 	<p><i>Children often complete role play in the form of hot seating, freeze frames and conscience alleys. This allows them to evidence their knowledge and respect for different people's faiths, feelings and values, verbally, and written as evidence in books.</i></p>	
<ul style="list-style-type: none"> ■ sense of enjoyment and fascination in learning about themselves, others and the world around them 	<p><i>Across each year group there are many opportunities for children to complete additional research to support their writing in class. Time is also set aside to allow this to happen, or may be accommodated within cross-curricular links. Children are given a sense of ownership with their final write in each unit, giving them a sense of pride and enjoyment.</i></p>	
<ul style="list-style-type: none"> ■ use of imagination and creativity in their learning 	<p><i>When completing drama activities or acting in role children are encouraged to use their imagination and creativity. Discussions before drama tasks take place allow them to work in pairs or small groups so that ideas develop. When called upon, children then show varying levels of understanding in their responses.</i></p>	

- willingness to reflect on their experiences.

Children have the opportunity to reflect on their personal lives through text types such as diaries and biographies (sequenced through the curriculum for regular coverage across year groups), and to enhance their emotional understanding through the widening of their vocabulary.

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MORAL DEVELOPMENT: Curriculum Subject English

The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' MORAL Development
<ul style="list-style-type: none"> ■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England 	<p><i>Children are able to discuss the ideas of right and wrong through drama, including role play, hot seating and conscience alleys.</i></p> <p><i>Children are able to choose journeys for their characters based on 'right and wrong'. Children can debate issues such as "Can we Save the Tiger?" understanding the laws in the UK and abroad with animal protection.</i></p>	
<ul style="list-style-type: none"> ■ understanding of the consequences of their behaviour and actions 		
<ul style="list-style-type: none"> ■ 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. 	<p><i>Children are able to research different facts and opinions about moral and ethical issues that arise through the variety of texts they encounter.</i></p>	

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SOCIAL DEVELOPMENT: Curriculum Subject English

The SOCIAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SOCIAL Development
<ul style="list-style-type: none"> ■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds 	<p><i>Children are provided with many opportunities to work with others to discuss the different religious, ethnic and socio-economic backgrounds of the characters/people in our texts.</i></p>	
<ul style="list-style-type: none"> ■ 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 		
<ul style="list-style-type: none"> ■ acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p><i>We cover a wide range of fiction and non-fiction sources: novels, short stories, magazines, radio, television and film extracts, to provide children with exposure to other cultures, communities, and the fundamental British Values. We use partner and group discussions to communicate fairly, developing skills that allow the children to demonstrate their understanding.</i></p>	

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CULTURAL DEVELOPMENT: Curriculum Subject English

The CULTURAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' CULTURAL Development
<ul style="list-style-type: none"> ■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others 	<p>Children develop an understanding of how language changes over time. This includes identifying what has influenced these changes on spoken and written language including the social attitudes to the use of language.</p>	
<ul style="list-style-type: none"> ■ 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 		
<ul style="list-style-type: none"> ■ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities 	<p>In Burtonwood, cultural development involves engaging with texts from other cultures in order to expand pupils' exposure to and awareness of other backgrounds. Through imaginative writing, poetry, imagery, drama, role play, myth and historical narrative, the children explore the viewpoints and attitudes of those from other cultures as well as their own. Pupils are given the opportunity to compare their own culture and community with ones that are different. For example, through cross-curricular work, such as our Rivers of the World Topic, explored through our link school in Ethiopia.</p>	
<ul style="list-style-type: none"> ■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 	<p>Historical texts (such as Street Child) and other real story based fiction novels (such as, When we were Warriors, and, Jemmy Button) offer children the chance to develop their knowledge of Britain's developing and changing parliamentary system. Its impact on our values and how this continues to develop over time.</p>	

<ul style="list-style-type: none"> ■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities 		
<ul style="list-style-type: none"> ■ 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p><i>Pupils are also encouraged to have a cultural awareness through theatre trips and the exploration of other media.</i></p>	

SCHOOT Education- British Values

British Values: Curriculum Subject English

Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.	Curriculum Provision	Evidence of Impact on Pupils' Understanding of BRITISH VALUES
<ul style="list-style-type: none">■ an understanding of how citizens can influence decision-making through the democratic process;		
<ul style="list-style-type: none">■ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;		
<ul style="list-style-type: none">■ an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;		

<ul style="list-style-type: none"> ■ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; 		
<ul style="list-style-type: none"> ■ an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; 	<p>This is explored through drama and discussion in each year group, texts are carefully planned to facilitate a thorough understanding.</p>	
<ul style="list-style-type: none"> ■ an understanding of the importance of identifying and combatting discrimination. 	<p>In 2020, the school introduced a selection of units from Pathways to Write, which were relevant to the Black Lives Matter movement. These units directly promoted an understanding of the importance to combat discrimination and provide a range of opportunities for children to discuss and write for a variety of audiences to promote equal rights and to end discrimination. These units are being used by alternate year groups (2021-2022) and will be altered to meet the needs of future cohorts.</p>	

NB: It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

In addition, the 'Promoting Fundamental British Values as Part of SMSC' advice for schools suggests:

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.