

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

SPIRITUAL DEVELOPMENT: Curriculum Subject Art and Design

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>Children are given the chance to explore spiritualism and reflect on their feelings and motivations and respond visually to these. Children are provided opportunities to explore the way different works of art make them feel spiritually.</p>	
<ul style="list-style-type: none"> ■ knowledge of, and respect for, different people's faiths, feelings and values 	<p>Art explores different artists' interpretations of a key figure or event.</p>	
<ul style="list-style-type: none"> ■ sense of enjoyment and fascination in learning about themselves, others and the world around them 	<p>Art allows our children to explore a variety of topics that link to the world around them. Children learn about a variety of artists through projects, giving them an understanding about the artist and their work. Children have the opportunity to experiment with a variety of styles to find what works best for them, challenging individuals to explore themselves as an artist.</p>	
<ul style="list-style-type: none"> ■ use of imagination and creativity in their learning 	<p>Children are constantly using their creativity and imagination to produce vast arrays of artwork.</p>	
<ul style="list-style-type: none"> ■ willingness to reflect on their experiences. 	<p>The work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their own work and peers' work when they see the level of achievement and progress.</p>	

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MORAL DEVELOPMENT: Curriculum Subject_____

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>Children are required to have an open mind when observing work allowing them to appreciate others' viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Children can apply this to their daily lives ensuring that they are able to voice opinions in the appropriate way.</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>Children explore how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions. Children incorporate mutual respect and the consideration for others' work. They are encouraged to show compassion when assessing the work of others. Displays around our school show a variety of different artwork different from age groups and abilities. This promotes children to be positive about their work and increases self-esteem.</p>	

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SOCIAL DEVELOPMENT: Curriculum Subject _____

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>Art frequently requires all children to work collaboratively. Children frequently work collaboratively requiring cooperation and communication linking to the values of trust and compassion. Work across year groups, enables children from different year groups to work together in Art. Older and more able children can help children and gain mastery of a subject through teaching skills themselves.</p>	
<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>Children are encouraged to communicate with each other, despite different religious backgrounds. Through their investigations, exploration and research the children are encouraged to consider the impact of art and design on society.</p>	

CULTURAL DEVELOPMENT: Curriculum Subject

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>Artwork links with contextual themes involving various cultures and civilizations from around the world. This leads to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.</p>	
<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>Art we incorporate a range of critical and contextual influences and inspirations, covering a variety of cultures, beliefs, ideas and religions. Children are encouraged to appreciate that all cultures have expression, purpose and artistic worth.</p>	
<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>In art, children develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Children are be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.</p>	

SCHOOT Education- British Values

British Values: Curriculum Subject _____

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 appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	Children follow the classroom rules, including rules for using and tidying equipment safely and correctly.	

<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>Children experience and talk about art and design work from different cultures and religious beliefs. They use art and design work to learn about different faiths and cultures around the world.</p>	
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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.