

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

SPIRITUAL DEVELOPMENT: Curriculum Subject _____

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 		
<ul style="list-style-type: none"> ■ knowledge of, and respect for, different people's faiths, feelings and values 		
<ul style="list-style-type: none"> ■ sense of enjoyment and fascination in learning about themselves, others and the world around them 	<p>Children are given the opportunity to listen to and perform different styles of music from across the world, giving them the opportunity to learn about different cultures.</p>	
<ul style="list-style-type: none"> ■ use of imagination and creativity in their learning 	<p>Children use their imagination and creativity to create their own compositions in Music as well as when listening to different pieces of Music.</p>	
<ul style="list-style-type: none"> ■ willingness to reflect on their experiences. 	<p>Each session provides an opportunity to share on their own work and reflect on it and that of their peers. Children are encouraged to give positive feedback and be respectful when discussing others' work.</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		
<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.		

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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>Children are given the opportunity to work with different children in each lesson, whether in partner work or group work. They need to work together to create a piece of music or play along with a piece of music.</p> <p>The School Choir have the opportunity to perform with other schools and children at Young Voices and the Warrington West Band concert.</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 	<p>The School Choir have the opportunity to participate in a number of events in the school and local community including the lighting of the Christmas Tree and visiting local care homes.</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. 		

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>All children have the opportunity to learn and listen to different styles of music from around the world.</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 		
<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 		
<ul style="list-style-type: none"> ■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities 	<p>Children are given the opportunity to perform what they have been learning in their lessons.</p>	

- 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.

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 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;		
<ul style="list-style-type: none">■ an understanding of the importance of identifying and combatting discrimination.		

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.