

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

### **SPIRITUAL DEVELOPMENT: Curriculum Subject PE** \_\_\_\_\_

<b>The SPIRITUAL development of pupils is shown by their:</b>	<b>Curriculum Provision</b>
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	
knowledge of, and respect for, different people's faiths, feelings and values	
<ul style="list-style-type: none"> <li>■ sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	Celebrations of world wide competitions like the Olympics. Children can be taught about the origins of a certain sport and also the countries around the world that excel at each sport.
<ul style="list-style-type: none"> <li>■ use of imagination and creativity in their learning</li> </ul>	Using discovery style to allow students to have their own thoughts, ideas and concerns. Units in dance and gymnastics provide opportunities to explore creativity through producing own routines.
<ul style="list-style-type: none"> <li>■ willingness to reflect on their experiences.</li> </ul>	Pupils can access a well-balanced PE curriculum where students are able to explore many activities and also take on many different roles within sport such as leader or coach. The students are able to feel the emotions and feelings that go with each role and activity.

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

### **MORAL DEVELOPMENT: Curriculum Subject PE\_\_\_\_\_**

<b>The MORAL development of pupils is shown by their:</b>	<b>Curriculum Provision</b>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>■ Promote fair play and team work in lessons</li> <li>■ Encourage good sportsmanship throughout</li> <li>■ Respect with equipment both when using it and when storing it</li> <li>■ Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.</li> <li>■ Respect for their facilities and the environment they are active in</li> <li>■ Listening to teacher and peer feedback on particular sporting skills</li> <li>■ Promote trust with peers through team building activities</li> </ul>
<ul style="list-style-type: none"> <li>■ understanding of the consequences of their behaviour and actions</li> </ul>	<p>Students are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.</p>
<p>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>	<p>Moral education in PE concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness.</p>

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

## **SOCIAL DEVELOPMENT: Curriculum Subject PE**\_\_\_\_\_

<b>The SOCIAL development of pupils is shown by their:</b>	<b>Curriculum Provision</b>
<ul style="list-style-type: none"> <li>■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> </ul>	<p>Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.</p> <ul style="list-style-type: none"> <li>- Inter-school competitions</li> <li>- Local competitions + events</li> </ul>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a sense of community in lessons and clubs</li> <li>• Interact with the community and primary schools through coaching</li> <li>• Encourage students to recognise and respect social differences and similarities</li> <li>• Celebrate sporting success both in and out of school</li> <li>• Encouraging attendance at extra-curricular clubs</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>• Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.</li> <li>• Social education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work</li> </ul>

**CULTURAL DEVELOPMENT: Curriculum Subject PE**

The CULTURAL development of pupils is shown by their:	Curriculum Provision
<ul style="list-style-type: none"> <li>■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> </ul>	<p>Pupils are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.</p>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<p>Pupils becoming aware of different cultural attitudes towards aspects of physical activity.</p>
<p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	
<ul style="list-style-type: none"> <li>■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> </ul>	
<p>willingness to participate in and respond positively to artistic, sporting and cultural opportunities</p>	<p>Exploring and respect a variety of different cultural dances. Gaining an understanding of different sports and their foundations. Use of international examples of different athletes and their achievements. Cultural engagement through elite performers both at school and in their own sporting environment. World cups and Olympic games.</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 RHE \_\_\_\_\_

Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.	Curriculum Provision
<ul style="list-style-type: none"> <li>■ an understanding of how citizens can influence decision-making through the democratic process;</li> </ul>	<p>A pupil voice for PE &amp; School Sport (e.g. re curriculum, extracurricular activities, kit).</p>
<ul style="list-style-type: none"> <li>■ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul>	<p>Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making.                      Pupils respect individual differences and are confident to express their opinions and respect others' views.                      Pupils are able to make judgements about their own and others' performances.                      Pupils feel safe in curricular and extracurricular activities</p>
<ul style="list-style-type: none"> <li>■ 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;</li> </ul>	

<ul style="list-style-type: none"> <li>■ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</li> </ul>	
<ul style="list-style-type: none"> <li>■ 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;</li> </ul>	<p>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences.</p> <p>Pupils are taught about the environment and different activity contexts.</p> <p>The school engages in competition and encourages competition within and across the community.</p> <p>Pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities.</p> <p>Pupils avoid stereotyping groups.</p>
<ul style="list-style-type: none"> <li>■ an understanding of the importance of identifying and combatting discrimination.</li> </ul>	

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.