

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

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

<b>The SPIRITUAL development of pupils is shown by their:</b>	<b>Curriculum Provision</b>
<ul style="list-style-type: none"> <li>■ ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> </ul>	<p>The children have opportunities to think about their own beliefs whilst learning about those of others.</p>
<ul style="list-style-type: none"> <li>■ knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	<p>The children have the opportunity to learn about the personal beliefs, feelings, and values of others. Throughout their time in school, children will learn about all 6 of the main world religions.</p>
<ul style="list-style-type: none"> <li>■ sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	<p>Children are given the opportunity to record their learning in different ways including creating art work and sculptures.</p>
<ul style="list-style-type: none"> <li>■ use of imagination and creativity in their learning</li> </ul>	
<ul style="list-style-type: none"> <li>■ willingness to reflect on their experiences.</li> </ul>	<p>Children are given the chance to reflect on their experiences as well as their actions and how these contribute to their faith, beliefs, feelings and values.</p>

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**MORAL DEVELOPMENT: Curriculum Subject RHE\_\_\_\_\_**

**The MORAL development of pupils is shown by their:**

**Curriculum Provision**

- 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

- understanding of the consequences of their behaviour and actions

- 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.

Children are able to learn about different concepts within RE such as love and forgiveness and how people that follow a specific religion may live their lives differently to others to reflect these concepts.

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

<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>	In RE children get the chance to work collaboratively with different pupils in their class.
<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>■ 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.</li></ul>	Children experience the fundamental values mutual respect and tolerance of those with different faiths and beliefs through learning about different religions and they learn to be tolerant of others regardless of their faiths, beliefs and opinions.

**CULTURAL DEVELOPMENT: Curriculum Subject RHE\_\_\_\_\_**

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>Children have the opportunity to develop their understanding and appreciation of all 6 world religions and how they may influence their own and the lives of others.</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>Through RE, children can recognise different cultures they may come across within school and further afield.</p>
<ul style="list-style-type: none"> <li>■ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	<p>Children can recognise that although people believe different things, we may also share certain views in common.</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>	
<ul style="list-style-type: none"> <li>■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> </ul>	

- 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.

Children are able to develop their respect and attitudes towards different religious 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**

- an understanding of how citizens can influence decision-making through the democratic process;

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

- 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"> <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>Children can develop their acceptance of different faiths and beliefs through learning what each of the 6 main world religions believe.</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.