

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

SPIRITUAL DEVELOPMENT: Curriculum Subject RHE_____

The SPIRITUAL development of pupils is shown by their:	Curriculum Provision
<ul style="list-style-type: none"> ■ ability to be reflective about their own beliefs (religious or otherwise) and perspective on life 	<p>The children discuss their beliefs and perspectives on life in a non-threatening way. Get to reflect on their actions during circle time and get to reflect on their thoughts on different topics.</p>
<ul style="list-style-type: none"> ■ knowledge of, and respect for, different people's faiths, feelings and values 	<p>The children get the opportunity discuss their beliefs, feelings and values in a non-judgmental environment. Discussions take place on how to respect other people's ideas, faiths and feelings</p>
<ul style="list-style-type: none"> ■ sense of enjoyment and fascination in learning about themselves, others and the world around them 	<p>Children get to discuss what they like and dislike and things that they enjoy doing. They are given time to self-reflect on things that they are good at and things that they find difficult in a non-judgmental and safe environment.</p>
<ul style="list-style-type: none"> ■ use of imagination and creativity in their learning 	<p>Children are given the opportunity to use their creativity when working collaboratively and using exciting ways to evidence objectives – writing of songs, creating posters, designing.</p>
<ul style="list-style-type: none"> ■ willingness to reflect on their experiences. 	<p>Children get given the opportunity to reflect on their actions and experiences. How these contribute to their faiths, beliefs, feelings and values</p>

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

MORAL DEVELOPMENT: Curriculum Subject RHE_____

The MORAL development of pupils is shown by their:	Curriculum Provision
<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>In RHE the children get the opportunity to discuss right and wrong in many situations, learning through scenarios, role play and reflecting on their own reactions, including right and wrong to do with the pants rule.</p> <p>All classes discuss class/school rules at the start of the year and how they link to the rule of law.</p>
<ul style="list-style-type: none"> ■ understanding of the consequences of their behaviour and actions 	<p>Children get to reflect on their behaviour and how they respond to others. They get to experience and discuss consequence and share whether they believe these consequences are fit for the 'crime'</p> <p>All classes discuss class/school rules at the start of the year and what consequences are going to be put into place incase people do not follow these rules.</p>
<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>RHE allows the children to take the initiative and act responsibly and with consideration to others. They listen and respond appropriately and respectfully to the views of others and recognize the unique values of each individual.</p>

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

SOCIAL DEVELOPMENT: Curriculum Subject RHE_____

The SOCIAL development of pupils is shown by their:	Curriculum Provision
<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>In RHE children get the chance to work collaboratively with different pupils in their class.</p> <p>School council become part of the MAT council and attend meetings with children from different schools</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>In RHE children learn how to resolve conflict in a safe and effective manner.</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 experience the fundamental values of democracy through the election of School council.</p> <p>Children learn to be tolerant of others regardless of their faiths, beliefs and opinions.</p>

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

CULTURAL DEVELOPMENT: Curriculum Subject RHE

The CULTURAL development of pupils is shown by their:	Curriculum Provision
<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>RHE allows the children to develop and understand their individual group identity, what/who has influences over their decisions</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 	<p>RHE support the children in recognising the value and richness of cultural diversity in modern Britain</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>RHE focuses on similarities and difference between individuals, including religion, things people value and celebrate.</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>School council focuses on democracy – all classes hold a hustings in Autumn 1 and each child in the class gets a vote.</p>
<ul style="list-style-type: none"> ■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities 	

- 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.

- RHE allows for lots of rich discussion based on similarities and differences. How everyone is different and how we live in a diverse world. It focuses on acceptance of everyone regardless of their religion and ethnic and socio-economic group. We discuss the importance of being part of a community and how this helps ourselves and others.

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;

In RHE we discuss how media and word of mouth can influence influence people's beliefs and change their views on politicians. We focus on fake news and how dangerous it can be if incorrect information is spread.

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

In RHE we discuss the rules of the classroom, school and law and how we must uphold these rules. Why they are important to us as individuals and as a world and how different life would be if there were no rules.

- 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"> ■ RHE allows for lots of rich discussion based on similarities and differences. How everyone is different and how we live in a diverse world. It focuses on acceptance of everyone regardless of their religion and ethnic and socio-economic group. We discuss the importance of being part of a community and how this helps ourselves and others.
<ul style="list-style-type: none"> ■ an understanding of the importance of identifying and combatting discrimination. 	<ul style="list-style-type: none"> ■ RHE encourages acceptance of differences and discusses where you could turn if you witness or have any discrimination made towards you. <p>RHE allows for the discussion of why it is important to combat discrimination – do not be a bystander. This is also covered during Anti-bullying week and the different roles in bullying scenarios</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.