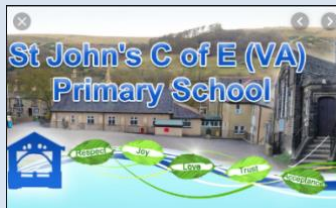


ECM Education- Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



SPIRITUAL DEVELOPMENT: Curriculum Subject - History

The SPIRITUAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SPIRITUAL Development
■ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	Exposure to world religions by looking at basic concepts of major world religions through stories, traditions, festivals and key historical figures related to different faiths. Opportunities to reflect upon own beliefs and that of others and compare the beliefs of those held in the past. Moral and ethical values are highlighted in topics such as Why should Britain be ashamed of slavery in Year 5. Reflecting on different interpretations of the past and how these interpretations have been arrived at. Historical figures with spiritual significance. Year 4 learn about Boudicca and how she worshipped and performed human sacrifices. Year 5	• Pupils understand that the beliefs and values we hold today may differ greatly to those held in the past. • The ethical and moral teachings show kindness, justice, peace and compassion, which the children can reflect upon. • By introducing spirituality in history, pupils are able to foster an environment of tolerance and respect for diversity. They are encouraged to appreciate the similarities and differences between cultures.

	learn about the link between Anglo-Saxons and Christianity, studying Alfred the Great. Year 6 study Genghis Khan and how his spirituality impacted his life.	
■ sense of enjoyment and fascination in learning about themselves, others and the world around them	Encourages a sense of curiosity and mystery about how and why events in the past happened. Encourages pupils to explore the role played by important individuals, for good or bad, in the shaping of the world we live in. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. Spirituality is conveyed through the engaging in stories from religious texts, legends and mythologies. Year 3 study the Ancient Greeks and how they believed in a number of Gods.	• Pupils enjoy learning about the past and the impact it has had on our lives today. This is achieved by specific learning objectives which are tailored to delve deeper into each area of the topic. They are able to 'Do, know and remember more.' • From EYFS they are able to learn about themselves and their own past. They move on to their families where everything is relatable. • In KS1 the children learn about a variety of topics which include visits from family members, experts in the topics and educational visits. • In KS2 the children are exposed to more historical areas with enhanced activities including experience days and educational visits. • The children are fascinated by the learning that takes place in our Adventurous Afternoons and how their history lessons are brought to life. Such as a recreation of the Great Fire of London in Year 1.

■ use of imagination and creativity in their learning	Raises questions as to what could have happened if events had had different results. Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. E.g. artefacts can bring us closer to people through touching what they felt, feeling their shoes, clothes etc. Art is related to spirituality through the teachings of religious artwork taught in Year 3 in their Stone Age topic.	• During World War topics around Remembrance, pupils considered what life would be like for us now if the outcome of the wars had been different. • Each topic has concise objectives where the element of fun and bringing history to life is compulsory. • Teachers plan exciting and inclusive activities that stimulate pupils' imagination and encourage creativity. • Adaptive teaching for pupils with SEND, disadvantaged pupils and vulnerable groups allow children to be creative in their learning through different means of responding/recording. • Visits and visitors have enhanced learning: - Year 1-Towneley visit, Grandparent visitors and enhanced learning day for The Great Fire of London. -Year 2- WW2 visitor. -Year 3- Ancient Greek and Stone Age experience days. -Year 4-Roman museum trip and Egyptian visit day.
■ willingness to reflect on their experiences.	Sharing and comparing beliefs and experiences with peers.	• Pupils are frequently encouraged to reflect on their experiences at various points in their history topics, giving their own opinions and comparing them with those of their peers. • Adaptive teaching allows children to respond in a variety of methods.



MORAL DEVELOPMENT: Curriculum Subject - History

The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' MORAL Development
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	Shaping pupils understanding of ethics, empathy and citizenship by integrating moral discussions. Pupils reflect on past events of people by understanding right and wrong through historical events. Understanding that events and beliefs in the past will often be not consider acceptable today. Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Modelling positive behaviours by exploring key people who made moral choices.	- Pupils are encouraged to reflect on their personal values and actions in the light of historical events. What would the children have done in similar situations? This stimulate their moral reasoning. - Year 1 study of Emmeline Pankhurst. - Year 2 study of WW2. - Year 3 study of Alexander the Great - Year 4 study of Boudicca. - Year 5 study of William Wilberforce. - Year 6 study of Genghis Khan.

■ understanding of the consequences of their behaviour and actions	Notions of right and wrong explored in connection with events from the past, linking with the value of justice.	• Moral decisions by individuals, governments and societies. The topic on Emmeline Pankhurst in Year 1 and the slavery topic in Year 5 helps the children to develop a strong sense of justice and empathy.
■ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	Encouraging pupils to comment on moral questions and dilemmas from the past. Showing compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Developing children to be open minded when considering the actions and decisions of people from the past.	• Pupils are encouraged to give their own opinions about decisions made by people and communities in the past. • Debate is encouraged to explore the context around such decisions. • Encourage discussions about what is right and wrong during specific periods and why people made certain decisions. This fosters an awareness of morality in different contexts. • Through adaptive teaching we are promoting deeper thinking by prompting pupils to reflect on how history's events connect to their own lives and what lessons can be applied to contemporary issues. • Pupils learn about historical social movements which inspire the children to consider their role in society and the importance of standing up for justice and fairness.



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

SOCIAL DEVELOPMENT: Curriculum Subject - History

The SOCIAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SOCIAL Development
■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Understanding the social development of people in the past gives the children an insight of how societies evolve, how people interact with one another and how actions can influence the world. Our history lessons provide an opportunity for pupils to learn about different cultures, traditions and ways of life. Working together when exploring source materials, artefacts and problem solving. Remembrance Day activities, Picture News, WOW worship days, Family Fun Friday activities and welcoming visitors in school.	• Pupils study historical events to show them how societies and communities are formed. Many of the topics in KS2 highlight this. • Social issues and the needs of different groups of people are regular features of History lessons across all age groups. • Pupils appreciate cultural diversity and develop a respect for others. • Teachers use a range of strategies and activities to facilitate discussions and collaborations. Using adaptive teaching methods for pupils with SEND, disadvantaged pupils and vulnerable groups to allow responses and recording in a variety of methods. • Group work, team learning activities and collaborative learning during Remembrance activities and WOW worship days allows pupils to display leadership and demonstrate responsibility. These encourage collaborative learning and parental/ community involvement.

		Sharing understanding, knowledge and ideas allows pupils to make informed, well-reasoned arguments that are based on fact.
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	Understanding and respecting the opinions of others. Pair work, group work, role-play all foster good social behaviour and self-discipline. Encourages pupils to think about what past societies have contributed to our culture today.	Remembrance Day activities and WOW Worship Days allow pupils working across key stages and supporting each other in pairs and small groups.
acceptance 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Examine how other cultures have had a major impact on the development of 'British' culture. Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'.	- Pupils are taught an appreciation of the influences that have shaped their own cultural heritage in Britain. - Study of the two World Wars and the key changes brought about by these events, e.g. 'Blitz spirit', the war on the home front.



CULTURAL DEVELOPMENT: Curriculum Subject - History

The CULTURAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' CULTURAL Development
■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Our history lessons cover a wide variety of cultures from different religions and time periods. Develop a better understanding of our multicultural society through studying links between local, British, European and world history. Examining how other cultures have had a major impact on the development of 'British' culture.	• History curriculum exposes pupils to a wide and varied range of cultures throughout many time periods. • In KS2 children gain a deeper understanding of how culture evolves and how people across the world have contributed to our world as we know it now. • Pupils develop an understanding of and mutual respect for cultures, values and belief systems that are different to their own. This gives them a sense of pride in their own cultural background.
■ 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	Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds.	• Remembrance Day activities, Picture News, WOW worship days, and welcoming visitors in school. •

■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Pupils gain knowledge of Britain's democratic parliamentary system through current news and events.	• Picture news and Newsround. • Voting in school and having our own debates.
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	Pupils participate in and respond positively to artistic, sporting and cultural opportunities through current news and events.	• Picture news and Newsround.
■ 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	Pupils learn about diverse cultures to develop respect for different ways of life. Gaining an understanding of, and empathy with, people from different cultural backgrounds. Pupils will learn how cultures have influenced each other through trade, exploring, migration and communication.	• Children gain a sense of pride in their own cultural background. • Studying famous individuals and historical events encourages pupils to show respect for various people and communities. • Pupils can see how ideas, inventions, and innovations spread across the world.



ECM Education- British Values

British Values: Curriculum Subject - History

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
an understanding of how citizens can influence decision-making through the democratic process;	Children gain a strong understanding and appreciation for democracy, the rule of law, individual liberty, and mutual respect. Understand the role of democracy in the UK and the importance of free and fair elections. Pupils will understand how, over time, changes happened and will be able to evaluate their impact.	These values enable our children to be well-rounded, responsible citizens. Pupils involved in decision making through the use of pupil voice and feedback to teachers. Pupils compare democracy in the modern day through studying periods such as Ancient Greece. Pupils can relate to Emmeline Pankhurst and recognise that democracy allows individuals to have a voice and participate in society.
an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.	- Children know that rules are important for maintaining order and fairness in society. - Class rules. - School rules. - British rules.

		They keep us safe and ensure people are treated equally.
✓ 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;		
✓ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	Opportunities to teach pupils to respect and value through showing respect for different viewpoints and ideas.	• Pupils study a variety of cultures and cross curricular links are made, e.g. PSHE, RE. • Emmeline Pankhurst.

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;	Working effectively together both individually and in groups.	- Teachers use a range of strategies and activities to facilitate discussions and collaborations. - Group work, team learning activities and collaborative learning during Remembrance Day activities allows pupils to display leadership and demonstrate responsibility.
an understanding of the importance of ✓ identifying and combatting discrimination.	Studies of past societies.	Year 2 WW2 topic.

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.