

Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SPIRITUAL DEVELOPMENT: Curriculum Subject English

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	• Speaking and listening skills across the curriculum. • Writing across the curriculum - cross-curricular writing opportunities. • Children reflect on own experiences. • Traditional stories used to reflect upon feelings and values – discussions and debates. • Stories from other cultures studied. • Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies.	• Learning walks/discussions demonstrate that children can reflect on their own lives and the lives of other. This is linked into their English lessons e.g. acting in role of character. This enables children to make links with their personal lives. • Pupils able to make connections between their own experiences and those of the characters they encounter and to reflect on shared characteristics and values and differences. • Through literature, pupils encounter stories and poems that explore universal themes such as love, courage, loss, hope, and resilience. These texts encourage pupils to reflect on deeper questions about purpose, values, and meaning in their own lives
■ sense of enjoyment and fascination in learning about themselves, others and the world around them	• Use of diverse texts in all year groups in delivering the English curriculum through the Focus scheme. • Rich and varied home reading scheme with a mixture of fiction and non-fiction texts pitched at the appropriate reading age. • Themed English days which celebrate particular aspects.	• Pupils enjoy the texts they read in class and informs their writing as evidenced in pupils interviews and book moderation. • Pupils have access to high quality reading material, regular checking of Home reading diaries show that this is something which most people are keen to do • Ronald Dahl Day and Pyjama Reading Day are celebrated annually and pupils engage fully with the dressing up as particular characters and linking

	• A range of books are used to drive the whole curriculum and so pupils' learning is deepened and has a greater impact.	aspects of their own character to them. • Imaginative stories, descriptive writing, and poetry can evoke awe and wonder about the natural world, human creativity, and the mysteries of life. This can inspire a deeper appreciation for beauty and the richness of the human experience.
■ use of imagination and creativity in their learning	• EYFS Role play/drama used with English and across the curriculum. • Write For Passage . • Purposeful tasks which engage pupils with real life outcomes. • Guided reading used across school and a range of texts from non-fiction, fiction, poetry, songs and plays used • Creative writing opportunities across school. • BYT theatre links. • Linking school project.	• Pupil voice, book moderation, drop in marking demonstrate how pupils use their experiences to create their own texts and ideas. • Pupils are given a range of opportunities to write creatively from lollipop stick tasks to paired writing with other classes. • Success are celebrated through use of the recognition board and the Writing Express. • Pupils link with another school with a different catchment and explore through poetry and communication their similarities and shared interests. • Writing tasks, such as imagining other worlds or exploring "what if" scenarios, allow pupils to use their creativity and curiosity to think beyond the tangible, expanding their spiritual awareness.
■ willingness to reflect on their experiences.	• Use of The Write Stuff gives pupils constant opportunities to edit and refine their writing. • Self and peer assessment in reading and writing. • Speaking and listening opportunities and feedback undertaken.	• Pupils are constantly challenged to reflect on their work and encouraged to aim past 'good enough' to ensure that what they produce is as 'good as can be'. In this way pupils develop high expectations of themselves and their own learning and naturally take more ownership and responsibility over it. • Speaking and listening opportunities in a range of contexts ensure that pupils are learning life skills. • Writing and discussions about literature encourage pupils to think deeply about their lives and the lives of others, cultivating a reflective and

		thoughtful approach to their experiences. • Practical Examples • Poetry: Pupils write about nature, feelings, or dreams, fostering self-expression and reflection. • Stories with Moral Lessons: Discussing tales like The Giving Tree or Charlotte’s Web helps pupils reflect on values like generosity and friendship. • Imaginative Writing: Creating their own worlds or envisioning future possibilities fosters a sense of wonder and creativity.
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MORAL DEVELOPMENT: Curriculum Subject English

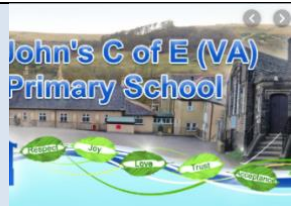
The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils’ MORAL Development
■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	• Discussing the difference between right and wrong – characters. • Cross curricular skills including debates and global issues. • Specific texts in year groups which deal with controversial issues such as apartheid and slavery. • Pupils study tales from a young age which deal with the consequences of	• Children are aware of actions within stories which are right and wrong and are able to identify different consequences for each. • Pupils’s own actions and morals can be shaped through the texts they read and they issues they learn about through English lessons and Guided Reading. • Discussions about moral themes in texts—such as justice in fairy tales or the consequences of greed—encourage pupils to think critically about what is

	behaving in a certain way.	right and wrong and why these principles matter.
■ understanding of the consequences of their behaviour and actions	• Focus texts provide excellent examples of the consequences of acting in a particular way. • Guided Reading sessions allow such issues to be unpicked and explored in greater depth. • Pupils are given time and space to explore particular aspects within a text in different contexts and able to discuss the outcomes of behaving in a certain way and how characters' actions impacts on others around them.	• Children are confident to explain what the consequences of their behaviour and actions will be. They know the difference between right and wrong and can relate texts to their lives – providing advice for others. • Pupils often encounter stories where actions have consequences (positive or negative). These narratives reinforce the idea that their own choices and behavior affect others and the world around them. • Stories often feature protagonists who demonstrate moral courage, resilience, and integrity. By identifying with these characters, pupils are inspired to adopt similar values and behaviors in their own lives. • Group activities such as collaborative storytelling or analysing themes like justice in books provide opportunities to discuss fairness and the importance of treating others equally.

- 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.

- Guided reading/English units – link to characters and actions and acting in role of character.
- Social issues within stories – expressing own viewpoints and respectfully challenging ideas.

- Texts in Upper Key Stage 2 especially deal with a range of moral and ethical issues and pupils are encouraged to reflect on the behaviour of the characters in the text and relate it to their own experiences and decision making processes as to what they might do.
- Pupils are given opportunities to discuss how their viewpoint might not necessarily be the same as someone else's on the same issue and to be respectful and understanding of differing viewpoints.
- Texts with Moral Themes: Books like The Lion, the Witch and the Wardrobe or Charlotte's Web teach lessons about sacrifice, kindness, and loyalty.
- Role Play and Drama: Acting out scenarios where pupils must make moral choices helps them experience and reflect on ethical dilemmas.
- Writing Prompts: Tasks like "Describe a time you helped someone" encourage pupils to articulate and reflect on positive behaviors.
- By integrating moral lessons into English, pupils develop a deeper understanding of ethical principles, empathy, and the importance of making thoughtful, responsible choices.



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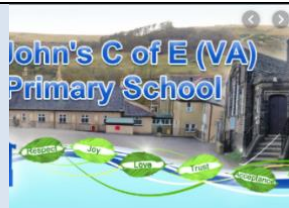
SOCIAL DEVELOPMENT: Curriculum Subject English

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	• Children read to other children across school e.g. gardeners and seeds. • Children share writing outcomes with other children and staff across school. • Linking schools project – pupils link with pupils from different ethnic and religious background through poetry, drama and speaking and listening workshops and activities.	• Children develop social skills through English. It enables them to develop the confidence to speak out in various situation • Pupils understand and experience that other pupils their age have many similarities with them but also recognise that there are differences between one another which should be explored, celebrated and respected.
■ 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	• Reading in the community - community centre. • Family Friday English events throughout the year. • Reading buddies – older children reading with younger children and showing respect for one another. • Speaking and listening skills across the curriculum. • Remembrance Evening at school – sharing war poetry written by pupils.	• Children are confident to speak out in various situations e.g. worships, reading to other people in the community, BYT events. The provision provides the children with the skills needed to participate in a variety of settings.
■ 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	• Guided reading and English units – through the discussion of text, fiction, non-fiction and poetry. • Reading across the curriculum. • Purposeful links to the wider curriculum such as RE and studying specific texts	• Children make a positive contribution both in school, around school and outside of school through their learning and engagement of the British Values. • Pupils explore these values through discussion, interaction and lived experience and they are made relevant to their learning experiences both in and out

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.

for example from the bible and also experience of teachings from other other books of other faiths.

of the classroom.

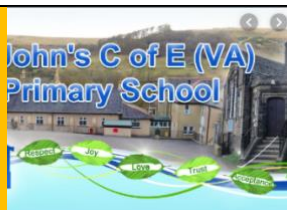


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CULTURAL DEVELOPMENT: Curriculum Subject English

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	• Helping pupils understand the origins of where the words they use come from and how language can change and evolve over time – clear link with no nonsense spelling and the use of Sir Linkalot to understand the etymology of words. • Study of a wide range of texts by diverse range of authors and celebration and study of other cultures.	• Children develop an understanding of the richness of the English language and their confidence in using it in a range of contexts, both formally and informally. • Pupils start to make links and connections between words and their meaning and how cultures can lend things to others which can be shaped and moulded/evolved over time to become part of that particular culture as well.
■ 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	• Reading a range of texts linked to various cultures as provided by the Focus scheme.	• Children appreciate other cultures and have a growing awareness of some of the differences, similarities and challenges. • Imaginative stories, descriptive writing, and poetry can evoke awe and wonder about the natural world, human creativity, and the mysteries of life. This can inspire a deeper appreciation for beauty and the richness of the

		human experience.
■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	• Speaking and listening opportunities provided through an audience with the local MP. • Letter writing to MP about a particular issue.	• Pupils develop an understanding of the role of parliament and the principles guiding a democracy.
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	• Flexible curriculum allows opportunities to respond to cultural events such as sporting tournaments and historical moments in the form of reports, commentary, script writing and poetry amongst others • Y6 Bloggers.	• Children can respond to activities in the wider world and reflect them in they work they produce. • Pupils are aware of their role and significance in relation to wider opportunities and events
■ 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	• Global communities are studied through the development research skills using of the internet and reference books. • Children develop their note taking skills in order to write reports linked to global issues e.g. Rainforests. Children develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.	• Children show an interest and respect for other faiths as evidenced in their responses to texts and stimulus of this nature.



British Values

British Values: Curriculum Subject English

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;	- Guided Read texts. - In depth discussion around issues highlighted in specific texts eg the lack of opportunities afforded to black citizens in Apartheid SA and the lack of opportunity to vote to change such systems.	- Pupils aware of how their decision making can impact and affect others around them in both a positive and negative way. - Pupils grow in understand of how non-democratic systems can be difficult to change and how inaction can also lead to complicity.
an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	- Opportunities for balanced arguments in upper KS2. - Debates and speaking and listening opportunities. - Cross curricular links to PSHE and ICT especially.	Children aware of the differences between right and wrong and how to keep safe in a range of situations – including when online. Pupils start to understand the difference between unlawful behaviour and immoral behaviour and to be able to articulate how something being lawful does not mean that it is right.

✓ 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;		
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✓ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	• Wider curriculum opportunities such as Picture News, studying other cultures and PSHE links through protected characteristics and facilitating of high quality discussion and debate.	Pupils recognise the rights of individuals to their own faiths and beliefs.
✓ 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;	• Pupils have access to texts from other faiths and cultures and are assisted in exploring these texts and in discussing some of the themes which are prevalent • Cross curricular links to RE and the study of other holy books	• Children are aware that their own personal beliefs are not necessarily shared by other and recognise that other views than their own are to be respected and valued.

an understanding of the importance of ✓ identifying and combatting discrimination.	• Focus texts which highlight discrimination and prejudice. • Cross curricular links to History and R.E.	• Children have an understanding of different types of discrimination and some of the harmful effects of it. • Pupils are able to make links between the characters' experiences from the texts studied to real life both in the school and local community setting and wider.
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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.