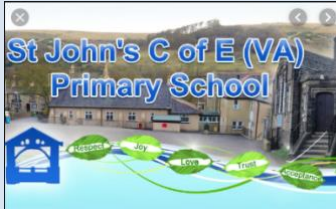


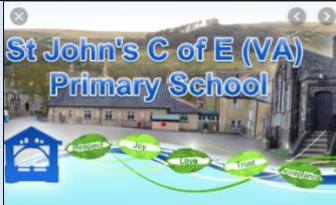
Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



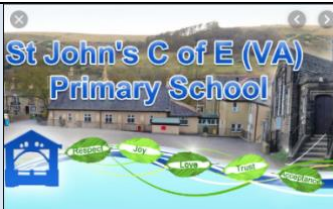
SPIRITUAL DEVELOPMENT: Curriculum Subject: Languages

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. • Children reflect on own experiences. • Traditional stories used to reflect upon feelings and values – discussions and debates. • Stories/songs 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.	• Through learning about French-speaking cultures, pupils can reflect on universal themes such as love, friendship, family, and belonging, which are often embedded in stories, songs, or cultural traditions. This encourages them to think deeply about their own values and experiences.
■ sense of enjoyment and fascination in learning about themselves, others and the world around them	• Opportunities to learn about real life scenarios in context such as food, hobbies and interests and holidays.	• Pupils enjoyment of learning a new language and being able to communicate with each other in a new way is developed. • Pupils start to make links and connections between themselves and others. • Engaging with a new language and culture fosters curiosity and awe about the diversity of human expression. For example, exploring French art, literature, or architecture (like Notre Dame

		cathedral or the Eiffel Tower) can inspire a sense of wonder about human creativity and achievement.
■ use of imagination and creativity in their learning	• Opportunity for group activities and communication exercises- allowing the children to work together to pull creative and imaginative ideas from each other.	• Lots of opportunities for pupils to work collaboratively and to share their ideas verbally and also through digital media.
■ willingness to reflect on their experiences.	• Opportunities to record their speaking and vocabulary skills.	• Pupils able to reflect critically on their pronunciations and ability to communicate effectively in French within a given scenario. • Pupils think about why it is important to attempt to pronounce correctly in terms of how this shows respect for the language/culture of a place. • Learning to express themselves in a new language allows pupils to explore their own identities and capabilities, fostering a sense of personal growth and resilience. Achieving milestones in language learning can also enhance their self-awareness and confidence.

 Spiritual, Moral, Social & Cultural Audit Tool (SMSC) MORAL DEVELOPMENT: Curriculum Subject		
The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' MORAL Development

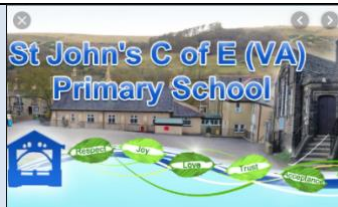
■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	• Promoting right/wrong and laws through the language that is being taught. Show how we still know if something is right or wrong through the language being taught. • Promoting how morals in the language being studied is reflected, seen within that society. • Having our morals in the classroom promoted in the same way but through the language being studied.	• Engaging with a new language challenges pupils to think about how they express themselves and understand others. This reflective process encourages them to consider how communication impacts relationships and moral choices.
■ understanding of the consequences of their behaviour and actions	• Promoting consequences, actions and behaviour of our school and society through the language being taught. • Behaviour, actions and consequences promoted in French within the classroom.	• Learning about historical and contemporary French-speaking societies can expose pupils to stories and discussions about fairness, justice, and equality. For example, exploring events like the French Revolution or France's role in global humanitarian efforts can provide moral lessons about standing up for rights and fairness
■ 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.	• Respecting others views no matter what their opinions.	• Group activities, such as practicing conversations in French, require cooperation and active listening. These interactions foster inclusivity, patience, and an understanding of ethical behaviour in teamwork. • Language learning dispels stereotypes by showing the richness and variety of French-speaking cultures worldwide. This challenges pupils to approach others without bias, cultivating moral integrity and openness.



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

SOCIAL DEVELOPMENT: Curriculum Subject

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	• Opportunities for group/communication activities. • Pen pal opportunities with French schools.	• Learning a language requires effort, practice, and persistence. These qualities help pupils understand the value of commitment and responsibility, traits linked to moral character. • By integrating moral questions and cultural comparisons into French lessons, teachers can create opportunities for pupils to reflect on values, ethical dilemmas, and the importance of mutual respect in a diverse world.
■ 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.	• Pupils make links with their own democracy of Britain to that of other democratic nations such as France.	• Pupils aware that whilst their language is different, the idea of democracy and values underpinning society are common themes.

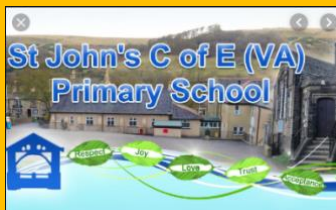


Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

CULTURAL DEVELOPMENT: Curriculum Subject: Languages

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	• Identifying links between French and English vocabulary and some of the historical reasons behind these links - shared background.	• Learning French introduces pupils to the traditions, customs, and daily life of French-speaking countries. This helps them recognize and appreciate the variety and richness of global cultures. • Through activities like exploring French cuisine, music, art, and festivals (e.g., Bastille Day or Mardi Gras), pupils develop an awareness of cultural diversity and the unique contributions of French-speaking communities worldwide. • Pupils learn about the role of the French language in various countries, including those in Africa, Europe, and the Caribbean. This global perspective fosters an understanding of how cultures are interconnected and the influence of language on identity.
■ 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	• Opportunities to celebrate different cultures. • Listening languages from different cultures and make comments – creating our own opinions. • Reading a range of texts linked to various cultures.	• Comparing British and French customs (e.g., school life, holidays, or family traditions) encourages pupils to reflect on their own cultural norms and values. This promotes a deeper understanding of their cultural identity and how it relates to others.
■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	• Opportunities for cross curricular links such as PSHE.	• Children understand democracy and compare this from Britain to France.

■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	• Respond to language and cultural opportunities.	• Learning about another culture encourages pupils to be more open-minded and willing to explore unfamiliar experiences, fostering a sense of curiosity and adaptability. • By recognizing the contributions of French-speaking countries to areas like art, science, fashion, and cuisine, pupils develop an appreciation for multiculturalism and the value of cultural exchange.
■ 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 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.	• Incorporating cultural aspects into language learning at Key Stage 2 broadens pupils' horizons, deepens their respect for cultural heritage, and helps them become more culturally aware citizens in a globalised world.



British Values: Curriculum Subject: Languages

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;	• Group work during various activities in languages. • Books linked to characters making decisions through language.	• By comparing the French and British systems of governance, pupils can explore how citizens participate in decision-making processes, such as voting in elections, joining political groups, or engaging in public debates.
✓ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	• Discussions between right and wrong in simple language texts – e.g. goodies and baddies. • Speaking and listening skills – debates across the curriculum.	• French lessons often touch on cultural topics, such as citizens' rights and responsibilities in French-speaking countries. This helps pupils understand the importance of civic engagement and the role of individuals in shaping society.
✓ 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;	• Cross curricular links through PSHE.	• Pupils aware of aspects society, not limited to Britain, and the importance of an impartial and independent judicial system.

an understanding that the freedom to ✓ choose and hold other faiths and beliefs is protected in law;	• Cross curricular links through PSHE/RE and English in addition to MFL.	• Through studying French, pupils can explore the religious and cultural diversity of French-speaking countries, such as the presence of Christianity, Islam, Judaism, and other faiths in France, and the coexistence of multiple beliefs in countries like Senegal or Canada.
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;	• Read texts and form views and opinions.	• Stories, songs, or historical accounts from French-speaking cultures can illustrate themes of tolerance and acceptance, helping pupils see how respecting others' beliefs is a shared value protected by law. • By exploring various religious celebrations in French-speaking countries, pupils gain an appreciation for the importance of faith and belief in people's lives. This can lead to discussions about why it's essential to protect the freedom to choose and hold these beliefs.
an understanding of the importance of ✓ identifying and combatting discrimination.	• Read texts and form views and opinions.	• Activities, such as comparing school rules about religious expression in France and the UK, can help pupils understand how laws aim to balance freedom and equality, ensuring everyone's beliefs are respected.

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.

