

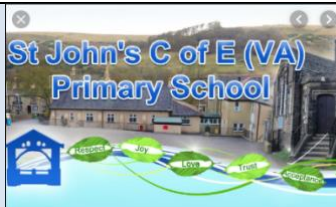
# Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



## SPIRITUAL DEVELOPMENT: Curriculum Subject - Geography

| The SPIRITUAL development of pupils is shown by their:                                                                                                                                                                                                 | Curriculum Provision                                                                                                                                                                                                                                                                                                                                     | Evidence of Impact on Pupils' SPIRITUAL Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>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</li> </ul> | <p>Studying real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum.</p> <p>Pupils exploring their own feelings about the people, places and environments they are learning about.</p> <p>Link to Global Neighbours and PSHE. Learning cross-curricular about people around the world.</p> | <ul style="list-style-type: none"> <li>Human geography topics put pupils in the situation of others living around the country/ world, e.g. seaside resorts.</li> <li>Children experienced Bishops Harvest Appeal and made comparisons to their own lives.</li> <li>Picture News discusses environmental issues that impact on children's lives.</li> <li>MAF advent calendar – links to RE and PSHE.</li> <li>Global Neighbours links across the curriculum. Learning about different areas and cultures.</li> </ul> |
| <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>Trips around the local area.</p> <p>Other trips.</p> <p>Fieldwork on outdoor learning days.</p>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Outdoor learning days allow pupils the opportunity to explore the local environment.</li> <li>Learning about different countries and cultures through the geography units studies in each year group.</li> </ul>                                                                                                                                                                                                                                                              |

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| ■ use of imagination and creativity in their learning | <p>Problem solving in Adventurous Afternoons.<br/>Discussion, role-play and decision making activities.</p> <p>Welly Wednesdays<br/>Outdoor learning</p> | <ul style="list-style-type: none"> <li>Teachers plan exciting and inclusive activities that stimulate pupils' imagination and encourage creativity.</li> </ul>                                                                          |
| ■ willingness to reflect on their experiences.        | <p>Sharing and comparing beliefs and experiences with peers.</p>                                                                                         | <ul style="list-style-type: none"> <li>Pupils are frequently encouraged to reflect on their experiences at various points in their Geography topics, giving their own opinions and comparing them with those of their peers.</li> </ul> |



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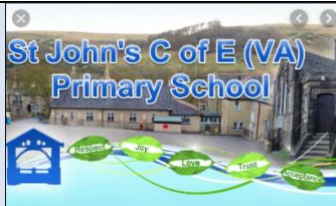
### **MORAL DEVELOPMENT: Curriculum Subject - Geography**

| The MORAL development of pupils is shown by their: | Curriculum Provision | Evidence of Impact on Pupils' MORAL Development |
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| <ul style="list-style-type: none"> <li>■ 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</li> </ul> | <p>Moral issues, e.g. how the development of cities have put pressure on wildlife.</p> | <ul style="list-style-type: none"> <li>• KS2 Rainforest topic- deforestation and the consequent destruction of key resources and habitats.</li> <li>• The School Council's climate change challenge has been inspired by suggestions from children who have been inspired to act to tackle climate change.</li> </ul>                   |
| <ul style="list-style-type: none"> <li>■ understanding of the consequences of their behaviour and actions</li> </ul>                                                                                                                 | <p>The impact of climate change – how we can change that.</p>                          | <ul style="list-style-type: none"> <li>• Picture News discusses environmental issues that impact on children's lives.</li> <li>• Watching Newsround to learning about topics connected to the environment, climate change etc.</li> <li>• Climate change week and other special event days to focus on environmental issues.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ 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.</li> </ul>      | <p>Moral and ethical issues in different units of learning.</p>                        | <ul style="list-style-type: none"> <li>• Respect for all week – respect for the environment and for other cultures.</li> <li>• Picture News – moral and ethical issues.</li> <li>• Climate change week – learning in lessons through discussions etc.</li> </ul>                                                                        |

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| <div>  <div> <p>Spiritual, Moral, Social &amp; Cultural Audit Tool (SMSC)</p> <p><b>SOCIAL DEVELOPMENT: Curriculum Subject - Geography</b></p> </div> </div> |                             |                                                                |
| <p>The <b>SOCIAL</b> development of pupils is shown by their:</p>                                                                                                                                                                               | <p>Curriculum Provision</p> | <p>Evidence of Impact on Pupils' <b>SOCIAL</b> Development</p> |

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| <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>                                                                                                                                                                                   | <p>Working together during group tasks/ problem solving activities.</p> <p>SWAT, Fieldwork Skills Day, Welly Wednesday.</p> <p>Fieldwork.</p>   | <ul style="list-style-type: none"> <li>• Greater understanding of the world – Around the World Day and other theme days.</li> <li>• Understanding of other religions through links with RE lessons.</li> </ul> |
| <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>                                                                                                                                                                    | <p>Taking part in class charity and fundraising events</p> <p>Burnley Youth Theatre events linked to climate change</p>                         |                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>■ 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.</li> </ul> | <p>Respect and tolerance for those of different faiths and beliefs.</p> <p>Dealing with pupils misconceptions about countries and cultures.</p> | <ul style="list-style-type: none"> <li>• Learning about democracy, law etc. Through the use of Picture News and Newsround.</li> <li>• Picture News – links to British values and Christian values.</li> </ul>  |



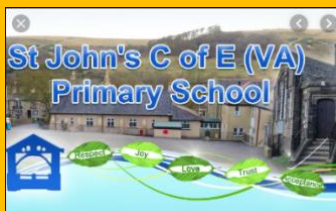
## Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

### CULTURAL DEVELOPMENT: Curriculum Subject - Geography

| The CULTURAL development of pupils is shown by their:                                                                                                                                                                          | Curriculum Provision                                                                                                                                                                                                | Evidence of Impact on Pupils' CULTURAL Development                                                                                                                                                                               |
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| <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>Pupils learn about the characteristics of their local area and why it is like that.</p> <p>Contrasting and comparing own locality/ where they live with more distant localities, in this country and abroad.</p> | <ul style="list-style-type: none"> <li>• Study of real people in real places in the present time provides opportunities for multi-cultural education- pupils recognise similarities and differences between cultures.</li> </ul> |
| <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>Learning about migration and the different countries people journey to the UK from (historical and current).</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>                        | <p>Knowledge of parliament – studying London.</p> <p>How does democracy and rules affect our environment? – News on changing policies about climate change.</p>                                                     | <ul style="list-style-type: none"> <li>• News and Newsround</li> </ul>                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> </ul>                                                                      | <p>Theme days through the year relating to major events – e.g. The Olympics etc.</p>                                                                                                                                | <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Olympics activities - links with PE</li> </ul>                                                                                                                    |

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| <ul style="list-style-type: none"> <li>■ 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</li> </ul> | <p>Pupils learning about a range of different cultures and countries through geography topics.</p> <p>Availability of texts and stories from different cultures in classes and through the Focus curriculum in literacy and geography.</p> | <ul style="list-style-type: none"> <li>• Global neighbours – links with RE and PSHE, Christians from around the world. Links to other subjects e.g. in science, learning about growing plants in Lesotho in Year 3.</li> </ul> |
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## British Values: Curriculum Subject - Geography



| Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.                                        | Curriculum Provision                                                             | Evidence of Impact on Pupils' Understanding of<br><b>BRITISH VALUES</b>                                               |
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| <ul style="list-style-type: none"> <li>■ an understanding of how citizens can influence decision-making through the democratic process;</li> </ul> | <p>The impact of different government decisions on population and resources.</p> | <ul style="list-style-type: none"> <li>• Brazil and world trade in Year 6</li> <li>• Rainforests in Year 5</li> </ul> |

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| <p> <input type="checkbox"/> an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; </p>                                                                                                                             | <p>Encouraging pupils to be good, active citizens of the country and the world.</p> | <ul style="list-style-type: none"> <li>• Learning from inspirational people.</li> <li>• Learning about current issues affecting the environment and populations</li> </ul> |
| <p> <input type="checkbox"/> 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; </p> |                                                                                     |                                                                                                                                                                            |
| <p> <input type="checkbox"/> an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; </p>                                                                                                                                                          | <p>Teaching pupils how they can make a difference in protecting our world.</p>      | <ul style="list-style-type: none"> <li>• River study in Year 4</li> <li>• Units of learning about the local environment</li> </ul>                                         |

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| <p>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;</p> | <p>Learning about the local culture and heritage to gain an understanding and mutual respect of the multi-cultural society pupils live in.</p> | <ul style="list-style-type: none"> <li>• Local environment studies and fieldwork</li> <li>• Learning from visitors to school about jobs and roles within the community</li> </ul> |
| <p>an understanding of the importance of identifying and combatting discrimination.</p>                                                                                                                         | <p>Learning about other cultures through the units of work.<br/>Learning about inspirational people.</p>                                       | <ul style="list-style-type: none"> <li>• Use of a variety of resources, data and images from different countries to avoid misconceptions</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.

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