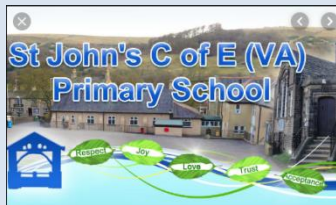


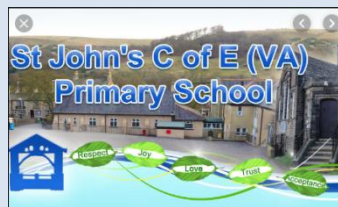
ECM Education- Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



SPIRITUAL DEVELOPMENT: Curriculum Subject PE

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	PE sports leaders and ambassadors Evaluation of work in lessons Delivering evaluation to others The 6 sporting values Annual Interfaith Football match	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity;
sense of enjoyment and fascination in learning about themselves, others and the world around them	PE lessons Sporting competitions, festivals and events Evaluation of work Learning new games and skills Participation in team activities Y6 as leaders at Sports Day and teaching EYFS	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity; Opportunities to work as a team, recognising others' strengths, sharing equipment.
use of imagination and creativity in their learning	PE lessons Use of technology to record and research – PE Passport App Dance Gymnastics	Awareness of the ways that science and technology can affect society and the environment

	Outdoor learning e.g. den building, creating trails Adventurous Afternoons	
■ willingness to reflect on their experiences.	Evaluation of work Sporting competitions Team talks Blogging and reporting for Burnley Sports Partnership.	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity;



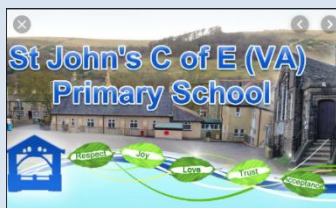
ECM Education- Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

MORAL DEVELOPMENT: Curriculum Subject PE

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	Behaviour for learning Ready, respect and safe – School Behaviour Policy Rules and laws of different sports	Behaviour in every session Following rules of games Team work Participation in sporting events Participation in extra-curricular clubs

■ understanding of the consequences of their behaviour and actions	Health and safety discussions Ready, respect and safe – School Behaviour Policy Negotiations of team tactics Behaviour when participating in sporting events. Ensuring we shake hands and thank the umpire/referee. Code of conduct for Sporting Events.	Opportunities to work as a team, recognising others' strengths, sharing equipment. Evaluation and suggesting improvements to teams and individual work
■ 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.	Receiving feedback from evaluations Participation in sporting events Sports leadership and Sports Crew School sports events code of conduct	Social skills are developed through group activities and communication exercises. Referee / umpire decisions when competing Inclusive sports teams for competitions Working with children and parents to ensure code of conduct is adhered to.

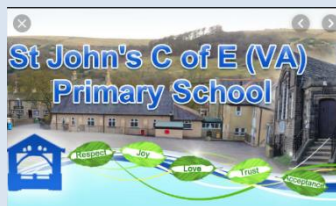
ECM Education- Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



SOCIAL DEVELOPMENT: Curriculum Subject PE

The SOCIAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SOCIAL Development
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■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity; Annual Interfaith Football match	Children develop a range of social skills that are needed to participate in PE and sport in school
■ 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	Sports Crew and ambassadors Mental health champions Cooperation during lessons Participation in extra - curricular activities and events Y6 as leaders on Sports Day and teaching EYFS Y6 ambassadors helping at Panther Club	Feedback when children complete or participate in events is always good Parents follow code of conduct Enthusiasm of children
■ 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.	Rules of a game Rules of sports crew Inclusivity of sporting activities Extra-curricular clubs	Children actively discuss rules and fairness Children follow rules Respect shown for others when competing Children still follow rules when other teams do not



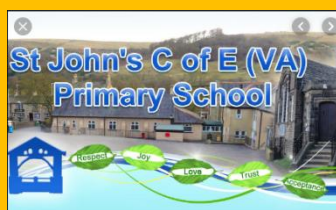
ECM Education- Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

CULTURAL DEVELOPMENT: Curriculum Subject PE

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	PE lessons Research of sports people using technology to research dance in other cultures Themed weeks where sport in other countries is looked at and played e.g Rugby World Cup – The Haka	Awareness of the ways that science and technology can affect society and the environment Awareness of sports professionals of different cultures
■ 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	PE lessons Dance in particular Participation in sporting competition, festivals and events	Awareness of the importance of dance and movement in other cultures and the significance to other cultures of dance Awareness of other children's beliefs during participation.
■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	PE lessons Rules of sporting games	Historical developments to games and popularity of games are explored Core values are reinforced when participating in sport Awareness of the ways that science and technology can affect society and the environment
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	Opportunities to compete Sports competition calendar Sports Crew and ambassadors Mental Health Champions Intrahouse School competitions Annual Interfaith Football match	High numbers participating in extracurricular clubs and competitions Children are commended on their sporting behaviour and participation in 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	Intrahouse school competitions Extracurricular competitions Opportunities to compete at sporting events Inter-school events Sports crew and ambassadors	Social skills are developed through group activities and communication exercises. Participation in Sporting events
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ECM Education- British Values



British Values: Curriculum Subject : PE

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;	Decision making as a group to prepare for performance Tactics discussions Sports leaders	Co-operation in practical activity; Sports leaders consultation for extracurricular clubs

✓ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	Following the rules of a game Sports crew and ambassadors Health and Safety in relation to sports	Social skills are developed through group activities and communication exercises. Sports leaders organise and support children in sporting games and events
✓ 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;	Understanding of the influence and role of a leader in PE activities Role of the manager in a team Roles of the sports crew	Participation in sporting events both inside and out of school. Extracurricular clubs - participation Respect for the referee when participating in games Following the code of conduct when competing at events Yer 6 children participated in pilot project run by RU
✓ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	Sports crew their roles and influence on others	Respect campaign in football Yar 6 children participated in pilot project run by RU

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;	Code of conduct when competing PE lessons ALL sports partnership events	Children do not display any forms of discrimination and enthusiastically engage with all activities
an understanding of the importance of ✓ identifying and combatting discrimination.	Following the rules of a game or core task.	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity; Co-operation in practical activity;

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.