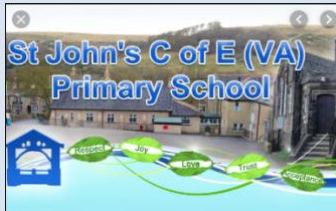


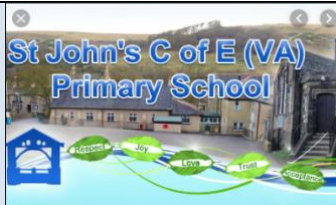
Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



SPIRITUAL DEVELOPMENT: Curriculum Subject PSHE

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	PSHE lessons – caring and respectful relationships Links to RE – e.g. EYFS I'm special Anti-bullying week Respect for all week Class charities More multi cultural books ordered	Evidence is gathered from a range of sources including learning walks, book moderations and pupil interviews. Other evidence is specified. Children learn about how we are all special and unique, and how to respect others regardless of what they look like. Various opportunities to discuss similarities and differences within PSHE lessons

■ sense of enjoyment and fascination in learning about themselves, others and the world around them	PSHE lessons – living in the wider world Healthy Heads Use of worry monster Use of local environment – picnic walks Involvement in women’s international conference to raise aspirations in girls	Children have the opportunity to mix with different children during various sporting events Living in the wider world PSHE topic allows children to learn about different communities , diversity and prejudice Positive mindset – can’t do it yet
■ use of imagination and creativity in their learning	PSHE taught using different approaches Mental Health ambassadors Wellbeing heroes training	Teachers encouraged to teach PSHE in a range of different ways such as outdoor learning, use of art work, role play etc
■ willingness to reflect on their experiences.	PSHE lessons Worships Themed weeks	Time to reflect and discuss as a class. Children encouraged to reflect by their teachers



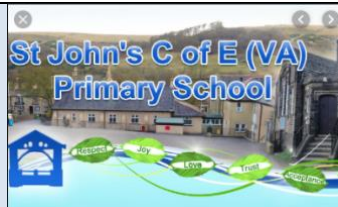
Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

MORAL DEVELOPMENT: Curriculum Subject PSHE

The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils’ MORAL Evidence is gathered from a range of sources including learning walks, book moderations and pupil
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		interviews. Other evidence is specified.
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	Respect for all Week Anti- bullying week Laws and British Values – picture news Picture news worship NSPCC – PANTS Laws surrounding use of legal drugs Physical contact – acceptable/ unacceptable – Year 4	Various opportunities to discuss what is right and wrong. Respect for all and anti-bullying weeks allows classes to talk about right and wrong, in real life on when online.
understanding of the consequences of their behaviour and actions	Three simple class rules Follow the Paul Dix approach to behaviour Consequences of hurtful behaviour taught in Year 6 Recognising pressure from others to do something unsafe – Year 6 Privacy and personal boundaries – Year 6 Teachers help to support parents and signpost them to other agencies, i.e. care for a cuppa. Attachment and trauma training	All classes follow the same approach to behaviour. Children encouraged to think about the consequences of their behaviour through using a class script Topics discussed in worship

■ 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.	Picture news workshops School council	Opportunities to debate in class, especially KS2 Picture news allows opportunities to discuss current issues, even down to EYFS class. School council think about current issues and discuss what they can do to help through a debate
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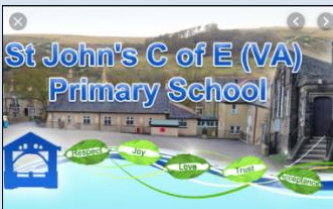
Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SOCIAL DEVELOPMENT: Curriculum Subject PSHE

The SOCIAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SOCIAL Development Evidence is gathered from a range of sources including learning walks, book moderations and pupil interviews. Other evidence is specified.
■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Links to faith centre Bethany choir Class charities Link with another class Year 5???	Looking at different cultures during worship, RE lessons, PSHE lessons Looking at similarities and differences of people and cultures during PSHE/ RE lessons Children accepting of others – evident during sporting events. Children very accepting of children with SEN Different cultures celebrated, e.g. Chinese New Year, eid, Ramadan

■ 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	Wellbeing heroes Gardeners and seeds After school clubs Year 6 house captains Writing days with other classes	Positive feedback from members of the community for children taking part in after school clubs Year 6 children support the new EYFS children at dinner times and playtimes
■ 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.	Families and people who care for me – respecting others Picture news	Taught in PSHE lessons Good behaviour from pupils on off site visits Children show visitors around school Children help each other

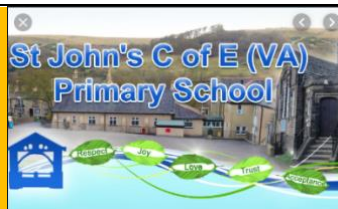
Spiritual, Moral, Social & Cultural Audit Tool (SMSC)



CULTURAL DEVELOPMENT: Curriculum Subject PSHE

The CULTURAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' CULTURAL Development Evidence is gathered from a range of sources including learning walks, book moderations and pupil interviews. Other evidence is specified.
■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Living in the wider world History lessons	Children have worked with Burnley youth theatre to explore the history of the local area
■ 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	Living in the wider world RE lessons Links to faith centre Celebrate other cultures' festivals Newsround	Children learn about different cultures and religions during PSHE and RE lessons
■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	School council Picture news	School council follow a simple democratic process during their meetings. They have a chair, secretary, treasurer etc. Different topics discussed during the meetings Current affairs exposed and taught to the children
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	After school clubs Art club School council	Children enjoy going to after school clubs Children join in well with sporting 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	Respect for All week RE/ PSHE lessons Links to faith centre Jeans for Genes day Newsround Class charities	Lots of opportunities for children to develop their understanding of different cultures. Each class has their own charity they support, and each class presents this to the other classes during a class charity worship
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British Values

British Values: Curriculum Subject: PSHE

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 Evidence is gathered from a range of sources including learning walks, book moderations and pupil interviews. Other evidence is specified.
✓ an understanding of how citizens can influence decision-making through the democratic process;	Picture news Laws and British values	School council follow a simple democratic process during their meetings. They have a chair, secretary, treasurer etc. Different topics discussed during the meetings

✓ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	Laws and British values PSHE – being safe E-safety	Children learn about their rights and responsibilities, as well as keeping safe in a range of situations
✓ 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;	History topics	Laws and British values covered in Year 5 Early on in EYFS the class looks at special people and people who keep us safe
✓ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	Laws and British values	. Opportunities to look at different faiths, and to respect others' faith.

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;	Respect for All week	Children learn to respect others in real life or online regards of who they are. Other cultures and religions celebrated within the year Opportunities to discuss current topics, e.g. racism within football through watching Newsround and class discussions
an understanding of the importance of ✓ identifying and combatting discrimination.	Positive teacher role models Newsround Odd socks day for Down Syndrome day/ anti-bullying	Children learn to respect others in real life or online regards of who they are. Other cultures and religions celebrated within the year Opportunities to discuss current topics, e.g. racism within football through watching Newsround and class discussions

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.