



# **SMSC and the Promotion of British Values 2024/2025**



## **What are SMSC and British Values?**

**Pupils' spiritual development** will involve the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

**Pupils' moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.

**Pupils' social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good.

**Pupils' cultural development** involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

### **British Values**

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

### **SMSC Development and the Ofsted Schedule**

In making the judgement on the Overall Effectiveness of a school, inspectors must take into account the school's provision for the spiritual, moral, social and cultural development of the

pupils in the school. The Ofsted School Inspection Handbook (published November 2019) identifies the following ways in which pupils will demonstrate their SMSC development:

<p><b>The spiritual development of pupils is shown by their:</b></p>	<ul style="list-style-type: none"> <li>- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>- knowledge of, and respect for different people’s faiths, feelings and values</li> <li>- sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>- use of imagination and creativity in their learning</li> <li>- willingness to reflect on their experiences.</li> </ul>
<p><b>The moral development of pupils is shown by their:</b></p>	<ul style="list-style-type: none"> <li>- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>- understanding of the consequences of their behaviour and actions</li> <li>- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<p><b>The social development of pupils is shown by their:</b></p>	<ul style="list-style-type: none"> <li>- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <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> <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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>

**The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- 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
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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 socioeconomic groups in the local, national and global communities.

<p><u>British values – understanding democracy</u></p> <ul style="list-style-type: none"> <li>• Elected school council</li> <li>• Pupil voice</li> <li>• Classroom monitors</li> <li>• Writing balanced arguments in literacy</li> <li>• Debating in different subjects</li> <li>• Class decision making about class rewards</li> </ul>	<p><u>British values – understanding individual learning</u></p> <ul style="list-style-type: none"> <li>• Learning challenges</li> <li>• Visits to the library and choosing own books</li> <li>• Choice of clubs available</li> <li>• Lunch choices</li> <li>• Paired/group work in lessons</li> </ul>
<p><u>British values – understanding tolerance and respect</u></p> <ul style="list-style-type: none"> <li>• Celebrating festivals from world faiths</li> <li>• Breadth of themes in assemblies</li> <li>• Lunches catering for different requirements</li> <li>• Teaching about different religions</li> <li>• Visits from representatives of different religions and to local places of worship</li> <li>• Rights Respecting School</li> <li>• Anti-bullying week</li> </ul>	<p><u>British values – understanding the rule of law</u></p> <ul style="list-style-type: none"> <li>• Ensure school rules are understood and consistently applied, including e-safety</li> <li>• Road safety lessons</li> <li>• Explaining to pupils how rules are made in school and laws made in Britain</li> <li>• Learning about the monarchy in history</li> </ul>
<p><u>Spiritual development</u></p> <ul style="list-style-type: none"> <li>• Class reflection time</li> <li>• Planned programme of collective worship</li> <li>• Learning about different faiths in RE</li> <li>• Celebration of key religious events</li> </ul>	<p><u>Moral development</u></p> <ul style="list-style-type: none"> <li>• Class reflection time</li> <li>• Planned programme of collective worship – including weekly ethos assemblies</li> <li>• Restorative practice</li> <li>• Implementation of the relationship and behaviour policy</li> <li>• Thrive</li> </ul>
<p><u>Social development</u></p> <ul style="list-style-type: none"> <li>• Class reflection time</li> <li>• Planned programme of collective worship – opportunities for all children to present to an audience</li> <li>• Restorative practice</li> <li>• Elected school council</li> <li>• Pupils giving visitors tours of school</li> <li>• Pupils leading the community event</li> </ul>	<p><u>Cultural development</u></p> <ul style="list-style-type: none"> <li>• Class reflection time</li> <li>• Planned programme of collective worship</li> <li>• Links to local context</li> <li>• Community events</li> <li>• Enriching experiences – visits to local historical sites</li> <li>• KS2 programme of music – music from different cultures</li> <li>• Themed days linked to the curriculum</li> </ul>

**Class Reflection Time**

Each day, there is planned reflection time for every class. This time is to be used for SMSC development and to promote fundamental British values. These sessions should be engaging and interactive, giving children the opportunity to listen to each other, share their thoughts and feelings, question, engage in discussions, and respond in different ways using creativity and imagination, including through music and art.

### **Suggested activities for class reflection time:**

#### **Spiritual development**

- Establish a class 'Wonder Box' where children can post questions which they wonder about – pick questions weekly to reflect on and discuss.
- Using religious artefacts as a starting point for discussions about their own faiths and special times and celebrations.
- Using current news articles/clips for pupils to reflect on how conflicting beliefs can be central to unrest in some countries.
- Investigate what are our common core beliefs no matter what our faith.
- Opportunity for children to reflect on works of art, pieces of poetry or music – what feelings do they provoke?
- Investigate different cultural clothing - including the significance of some clothing within cultures, how clothing can make us feel and personal experiences.
- Using family photos to map out our own family history and traditions.

#### **Moral development**

- Give children opportunity to reflect on given scenarios – What was right/wrong? How would you have responded in this situation?
- Use stories with a moral as a starting point for a discussion (Christian parables, fables, PHSE stories) – How can you relate the situation to your own experiences?
- Reflection time – giving pupils time to reflect on their own behaviours during the day/week – what are you proud of? What would you choose to do differently?
- Listen to and respond to influential speeches which have changed societies.

#### **Social development**

- Cooperation and team building games.
- Research the local community – create a collage of art work, photos, quotes etc. about what makes the community special.
- Give children different scenarios – how would you resolve the conflict? Do we agree with each other?
- Investigate what is meant by British values, including definitions of key vocabulary and examples of how we can demonstrate these behaviours.
- Reflect on how our families can change over time e.g. a new baby in the family.

#### **Cultural development**

- Researching the parliamentary system in England – how are decisions about the running of the country made?
- Listening, responding to and playing instruments and music from cultures around the world.
- Creating a map of languages spoken in the class or pupils' links with different countries.
- Children reflecting on their own cultural experiences.
- Tasting food from a range of cultures – talking about textures and tastes.
- Researching a contrasting locality to Leeds, either in the UK or abroad – linking with another primary school.

### **Useful Documents**

Promoting fundamental British values as part of SMSC in schools – department advice for maintained schools, November 2014

Evaluating SMSC Development and the Promotion of British Values – Focus Education document (subject leader copy in the AHT office)

<http://www.english-for-students.com/Moral-Stories.html>