

Promoting British Values through SMSC at Clipston and Great Creaton

'The social development of pupils is shown by their:

- 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.'

In a press release on 27 November 2014, the Department for Education told all schools to promote 'British values' and produced advice for doing so through SMSC. School leaders must also demonstrate that they are addressing British values through the curriculum:

'Inspectors should consider how well leadership and management ensure that the curriculum:

- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

Definitions of SMSC

Pupils' **Spiritual Development** is shown by their:

- 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' **Moral Development** is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- 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.

Pupils' **Social Development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- 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
- **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' **Cultural Development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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
- 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, 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 socio-economic groups in the local, national and global communities.

The following resources, from The Citizenship Foundation and used by 50% of primary schools, actively support SMSC development and promote British Values. The Citizenship Foundation inspires young people to take part in society as equal members.

Breadcrumb trail: www.citizenshipfoundation.org.uk

Teachers>Pedagogy and Practice>British values>scroll to bottom and click on "doingSMSC" and then>Resources

Examples of resources we use to support British Values through SMSC

<p>Pupils' spiritual development is shown by their:</p> <p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. Use of imagination and creativity in their learning.</p>	<p>KS1</p> <p>Bullying: I won't be made to feel bad</p> <p>Dealing with bullying. Activities include role-play and making a 'kindness garden'.</p> <p>Free</p> <p>Source: www.mtl-cec.org</p>
<p>Pupils' moral development is shown by their:</p> <p>* Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>* Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>KS2</p> <p>The Golden Rule</p> <p>How the major religions say we should treat others as we would like to be treated.</p> <p>Free</p> <p>Source: www.gogivers.org</p> <hr/> <p>KS1</p> <p>The Selfish Little Red Hen</p> <p>People who help us, and how we can help them. How we feel when we have done something we regret.</p> <p>Free</p> <p>Source: www.mtl-cec.org</p> <p>Expedition to Planet Blueball</p> <p>Creatures from a friendly planet are invited to help clean up Earth. Pollution and sustainable power.</p> <p>Free</p> <p>Source: www.mtl-cec.org</p> <hr/> <p>KS2</p> <p>When is Enough Enough?</p> <p>How moral values can be gradually</p>

	<p>eroded, such as in Nazi Germany.</p> <p>Free</p> <p>Source: www.gogivers.org</p> <p>Tricky Topics</p> <p>Topics that lend themselves to Circle Time discussion, with an introduction to the issues.</p> <p>Free</p> <p>Source: www.gogivers.org</p> <p>Where do you stand?</p> <p>Children are asked to consider where they stand on a number of issues. Will they change their opinions?</p> <p>Free</p> <p>Source: www.gogivers.org</p>
<p>Social</p> <p>Pupils' social development is shown by their:</p> <p>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</p>	<p>KS1</p> <p>Rules: You Can't Do That Here</p> <p>A story illustrating how rules and responsibilities can limit the choices available.</p> <p>Free</p> <p>Source: www.g-nation.org.uk</p> <p>KS2</p> <p>Resolving Conflict</p> <p>Mediation skills. The benefits of negotiation. An allegorical tale. Silhouette designs.</p> <p>Free</p> <p>Source: www.gogivers.org</p>
<p>Cultural</p> <p>Pupils' cultural development is</p>	<p>KS1</p> <p>Save our Jack</p> <p>How Britain is enriched by other cultures.</p>

<p>shown by their:</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p>	<p>The purpose of flags. What makes us proud of Britain?</p> <p>Free</p> <p>Source: www.g-nation.org.uk</p>
	<p>KS2</p> <p>Coming to Britain</p> <p>Potted history of immigration; how would it feel to leave home for a country where nobody spoke your language?</p> <p>Free</p> <p>Source: www.gogivers.org</p>

For some web links you will need to register for free to access the resource.

Additional resources can also be downloaded e.g. pamphlets and stories such as "A friend for Farouk" from the website:

Breadcrumb trail: www.citizenshipfoundation.org.uk

Teachers> Teaching Resources > select KS1 or KS2 and the full list of resources will come up.