

## SMSC – putting the pieces together

	Spiritual	Moral	Social	Cultural
SMSC statements	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict	Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
Links to British Values	Further tolerance and harmony between different faiths by enabling students to acquire an appreciation for and respect for their own and other religious beliefs (including atheism)	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	Encourage respect and tolerance for other people enable students to explore rights and freedoms within the UK	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 for and respect for their own and other cultures encourage respect for democracy and support for participation in the democratic processes
Links to Prevent	Respond to the ideological challenge of terrorism by ensuring students are knowledgeable about core religious beliefs and the idea of 'The Golden Rule'. RS should challenge extremist views in a sound, factual, religious context.	Prevent students from being drawn into terrorism by ensuring students recognise and celebrate positive behaviour choices. Ensure that they are given appropriate advice and support and understand how they can report any concerns (including what might happen as a result)	Respond to radicalisation and the threat students face by ensuring they are equipped with the tools needed to identify extremist views. Also, how extremists may attempt to radicalise others through social media and other routes.	Work with sectors and institutions where there are risks of radicalisation that we need to address to create a culture of awareness and shared knowledge.
Links to Citizenship KS3 KS4	Mutual respect and understanding of different faiths and beliefs.	Students understand the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	Students should understand the precious liberties enjoyed by the citizens of the UK. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work	Students should understand the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. the operation of Parliament, including voting and elections, and the role of political parties.

		<p>Human rights and international law, the legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p>	<p>together to improve their communities, including opportunities to participate in school-based activities</p> <p>Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. the different ways in which a citizen can contribute and participate in responsible activity</p>	<p>Parliamentary democracy and the key elements of the constitution of the UK, including the power of government, role of citizens and Parliament in holding those in power to account, the different roles of the executive, legislature and judiciary and a free press. The different electoral systems used in and beyond the UK and actions citizens can take in democratic processes to influence decisions. Other systems and forms of government, both democratic and non-democratic. The UK's relations with the rest of Europe, the Commonwealth, the UN and the wider world</p>
<p><b>Links to PSHE</b></p>	<p>Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)</p>	<p>Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk) and Safety (including behaviour and strategies to employ in different settings, including online. Change (as something to be managed) and resilience. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed.</p>	<p>Relationships (including different types and in different settings, including online) Rights (including the notion of universal human rights) Responsibilities (including fairness and justice) and Consent (in different contexts)</p>	<p>Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)</p>
<p><b>Ofsted definitions</b></p>	<p>Students can 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</p>	<p>Students can 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</p>	<p>Students can 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</p>	<p>Students can show 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</p>

	<p>themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences.</p>	<p>understanding of the consequences of their behaviour and actions 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.</p>	<p>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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>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 socio-economic groups in the local, national and global communities.</p>
<p><b>Ofsted (grade 1 SMSC)</b></p>	<p>The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>			

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

<http://www.doingsmsc.org.uk/>

[https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017\\_2.pdf](https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf)