



Promoting British Values through SMSC

The **spiritual development** of pupils 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**

What it looks like at Tenacres First School:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- Encouraging pupils to explore and develop what animates themselves and others
- Encouraging pupils to reflect and learn from reflection
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a ethos within which all pupils can grow and flourish, respect others and be respected
- Accommodating difference and respecting the integrity of individuals
- Promoting teaching styles which:
 - Value pupils' questions and give them space for their own thoughts, ideas and concerns;
 - Enable pupils to make connections between aspects of their learning;
 - Encourage pupils to relate their learning to a wider frame of reference; for example, asking *why, how* and *where* as well as *what*

What it looks like for our pupils:

- A set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- Awareness of and understanding of their own and others beliefs
- Respect for themselves and for others
- A sense of empathy with and concern for others
- An increasing ability to reflect and learn from this reflection
- Respect for insight as well as for knowledge and reason
- Creativity and imagination
- Pupil voice

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

- Ability to **recognise** the difference between **right** and **wrong**, readily **apply** this understanding in their **own lives**.
- Understanding of the **consequences of their behaviour** and **actions**
- **Interest in investigating** and offering reasoned **views** about **moral** and **ethical** issues
- Being able to **understand** and **appreciate** the **viewpoints** of **others** on these issues.

What it looks like at Tenacres First School:

- Promoting a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
- Rewarding expressions of moral insights and good behaviour
- Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote; for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Recognising and respecting the codes and mores of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Reinforcing the school's values through images, posters, classroom displays, screensavers, etc

What it looks like for our pupils:

- An understanding of right and wrong; based on a knowledge of moral codes of their own and other cultures.
- To be able to think through the consequences of their own and others actions
- Willingness to express their views on ethical issues and personal values
- To be able to make responsible and reasoned judgements on moral dilemmas
- Commitment to personal values
- Respect for other's needs, interests and feelings, as well as their own
- Desire to explore their own and others views
- An understanding of the need to review and reassess their values and beliefs in the light of experience

The **social development** of pupils 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 **social settings, 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**

What it looks like at Tenacres First School

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Encouraging pupils to work cooperatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive corporate experiences; for example, through assemblies, team activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Helping pupils resolve tensions between their own aspirations and those of the group or wider society
- Providing a conceptual and linguistic framework within which to understand and debate social issues; providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

What it looks like for our pupils:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- Accept other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge and debate the values of a group or wider community
- Share views and opinions with others
- Resolve conflicts with peers
- Reflect on their own contribution to school and the community
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within school and the community
- Understand how societies function and are organised in structures such as families, school and local and wider communities
- Participate in activities relevant to the community

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**
- Understanding and appreciation 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 to, **for example** artistic, musical, sporting, mathematical, scientific and cultural **opportunities**
- Interest in **exploring**, understanding of, and **respect for 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**

What it looks like at Tenacres First School:

- Providing opportunities for pupils to explore their own cultural assumptions and values
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality
- Extending pupils' knowledge and use of cultural imagery and language
- Recognising and nurturing particular gifts and talents
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness; for example, theatre, museum, and gallery visits.
- Reinforcing the school's cultural values through displays, posters, exhibitions etc
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

What it looks like for our pupils:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An ability to understand and appreciate cultural diversity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- Openness to new ideas and a willingness to modify cultural values in the light of new experiences
- An ability to use language and understand images/icons – for example in music and art – which have a significant meaning in a culture
- Willingness to participate in, and respond to, artistic and cultural enterprise
- A sense of personal enrichment through encounter with traditions from a range of cultures
- Regard of human achievements in all cultures and societies
- An appreciation of the diversity and interdependence of cultures.