

Spiritual, Moral, Social and Cultural development (SMSC) and British Values (BV) - Framework



Spiritual, Moral, Social and Cultural	British Values
<ul style="list-style-type: none">▪ Spiritual Development▪ Moral Development▪ Social Development▪ Cultural Development	<ul style="list-style-type: none">▪ Democracy▪ Tolerance of those of different faiths and beliefs▪ Mutual Respect▪ Individual Liberty▪ Rule of Law

Spiritual, Moral, Social and Cultural

Spiritual Development

- To develop the skill of being physically still, yet alert.
- To develop the ability to use own senses.
- To promote an awareness of, and enjoyment in, using one's imaginative and aesthetic potential – appreciating language, imagery, poetry, arts etc.
- To encourage quiet reflection during a lesson, assembly, or worship.
- To develop individual self- confidence in expressing inner thought and feelings in a variety of ways.
- To provide opportunities to develop their own system of beliefs and values.
- To consider the mystery of God, and the wonder of his world, and care for the world around them.
- To find an inner confidence and peace through reflection.
- To understand the importance of religion and belief to people.
- To recognise the value of the non-materialistic world.
- To have opportunities to develop faith and trust.
- To celebrate their own uniqueness.

Moral Development

- To be honest and tell the truth.
- To respect the rights and property of themselves and others.
- To help those less fortunate than themselves.
- To develop an understanding of compassion and forgiveness.
- To act considerately towards others.
- To take responsibility for one's own actions, to experience remorse and be able to adopt appropriate behaviour.
- To develop ability to work out difference between right and wrong themselves.
- To exercise self-discipline.
- To develop high expectations.
- To conform to rules and regulations for the good of all.

Social Development

- To develop good speaking and listening skills via own forms of communication.
- To share such emotions as anguish, fear, joy, love, and hope.
- To realise there are things each person can do well.
- To behave with courtesy, generosity, politeness, and respect and to show acceptance of others, showing tolerance and respect for differences.
- To show sensitivity to the needs and feelings of others.
- To work co-operatively in pairs and small groups to develop their interactive skills.
- To develop skills of responsibility, commitment, initiative, and co-operation needed in teamwork, as team leaders and team members.
- To interact positively with others through contracts outside school e.g., sporting activities, visits, community, and music concerts etc.
- To develop an understanding of citizenship and to experience being part of a whole caring community.
- To develop appropriate behaviour towards adults and each other.
- To show care and consideration for others by sharing and taking turns.
- To demonstrate fairness and honesty for everyone.
- To equip themselves to make life choices and develop skills needed to function in society.

Spiritual, Moral, Social and Cultural development (SMSC) and British Values (BV) - Framework



Page 2 of 2

Cultural Development

- To respond to literature, music, dance, art, design, technology and sport to further their own personal cultural development.
- To develop a love of learning.
- To recognise and understand the similarities and differences between people and be non-judgemental of these differences.
- To develop an understanding of British cultural tradition.
- To respect and appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.
- To understand and be tolerant of the diversity of religious, social, aesthetic, ethnic and political traditions, and practices in their own community as well as the wider community.
- To develop the ability to value current cultural enthusiasms, icons, music, and media, and independently of peer pressure.
- To develop tolerance of different beliefs and cultures.

British Values

Democracy

- Understanding the world around us – aware of others and sensitive to differences.
- Physical, health and wellbeing – building relationships; listening to others; initiating play and conversations; resolving conflicts; playing co-operatively and taking turns; enjoys responsibility of carrying out small tasks; sharing; beginning to solve problems and negotiate; working as part of a group; understanding and following rules; team games; negotiation with others.
- English, communication and languages – listening to others and responding to what they hear; understanding body language.

Tolerance of those of different faiths and beliefs

- Understanding the world around us – joining in with family customs and routines; knowing about similarities and differences between themselves and others and among families, communities, and traditions; showing awareness of and interest in different ways of life, culture, and religions.

Mutual Respect

- Understanding the world around us – beginning to have their own friends; awareness of others and sensitive to differences; showing care and concern for livings and for their environment.
- The Arts– playing alongside and co-operatively with others; representing own ideas, thoughts, and feelings through creative activities.
- English, communication and languages – listening to others and responding to what they hear; understanding body language.
- Physical, health and wellbeing – enjoying company of and interacting with others; showing affection and forming special friendships / relationships; awareness of own and others feelings; take turns; understanding own actions affect other people.

Individual Liberty

- Understanding the world around us – beginning to have their own friends.
- The Arts – favourite songs; developing preferences; expressing feelings and ideas; making choices.
- English, communication and languages – communicating needs and feelings; making requests.
- Physical, health and wellbeing – moving freely; expressing needs and wants, likes and dislikes; considering and managing some risks; seeking support; sense of self as an individual; expressing own feelings, preferences, and interests; sense of self; saying 'no'; requesting help; confident to try new activities.

Rule of Law

- English, communication and languages – following directions.
- Physical, health and wellbeing – aware of boundaries and of behavioural expectations; co-operating with routines and adapting behaviour to different events, changes in routine and social situations.