

Promoting
Fundamental
British Values
and SMSC

Fundamental British Values

Schools should promote the fundamental British values of :

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

School should:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law
- 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
- enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain.

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform **their perspective on life** and their **interest in and respect for different people's feelings and values**
- Sense of **enjoyment** and **fascination** in learning about **themselves, others** and the **world around them**, including the intangible
- Use of **imagination** and **creativity** in their learning
- Willingness to **reflect** on their **experiences**.

Spiritual - what it looks like for pupils:

- A set of values, principles 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 others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs
- Readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- Appreciation of the intangible - for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- Respect for insight as well as for knowledge and reason
- An expressive and/or creative approach
- An ability to think in terms of the “whole” – for example, concepts such as harmony, interdependence, scale, perspective
- An understanding of feelings and emotions, and their likely impact

Spiritual - What it looks like for schools:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect 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 affect people and how an understanding of them can be helpful
- Developing a climate or 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?”

Pupils' moral development in shown by their:

- Ability to **recognise** the difference between **right** and **wrong** and their readiness to **apply** this understanding **in their own lives**
- Understanding of the **consequences of their actions**
- **Interest in investigating**, and offered reasoned views about, **moral** and **ethical issues**

Moral - what it looks like for pupils:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and others cultures
- Confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others actions
- Willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas
- Commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- Respect for others' 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, codes and principles in the light of experience.

Moral - what it looks like for schools:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- 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
- 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 people pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Recognising and respecting the codes and morals 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, exhibitions

Pupils' social development is shown by their:

- **Use** of a range of **social skills** in **different contexts**, including **working** and **socializing** with pupils from **different religious, ethnic and socio-economic backgrounds**
- **Willingness to participate** in a **variety of social settings**, **cooperating with others** and being able to **resolve conflicts** effectively
- **Interest in** and understanding of, the way **communities** and societies **function** at a variety of levels.

Social - what it looks like for pupils:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities

- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society

Social - what it looks like for schools:

- 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 co-operatively
- 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, inter-dependence, 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 positive and effective link with the world of work and the wider community

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own **heritage**
- **Willingness to participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, 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 **attitudes** towards **different religious, ethnic and socio-economic** groups in the **local, national and global communities**.

Cultural - what it looks like for 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 understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity 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 experience
- An ability to use language and understand images/icons – for example, in music, art, literature – which have significant meaning in a culture
- Willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounter with a cultural media and traditions from a range of cultures
- Regard for the heights of human achievement in all cultures and societies
- An appreciation of the diversity and interdependence of cultures

Cultural - what it looks like for schools:

- 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 discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of 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, arts, 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 examples, theatre, museum, concert and gallery visits, resident artists, and foreign exchanges
- 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

OFSTED definitions of 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.

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 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.

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 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.

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 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.

Useful web sites:

www.redcross.org.uk

www.smsc.org.uk

<https://www.tes.co.uk>

www.doingsmsc.org.uk/resources

www.schoolslinkingnetwork.org.uk

www.innovatemy school.com