

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 Matchborough First School Academy:

- 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 is 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 Matchborough First School Academy:

- 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

<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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 	<p>What it looks like at Matchborough First School Academy</p> <ul style="list-style-type: none"> • 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 	<p>What it looks like for our pupils:</p> <ul style="list-style-type: none"> • 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
---	--	--

<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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 	<p>What it looks like at Matchborough First School Academy</p> <ul style="list-style-type: none"> • 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 	<p>What it looks like for our pupils:</p> <ul style="list-style-type: none"> • 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.
---	---	---