

GOLDEN HILL (short stay) SCHOOL: British Values and SMSC across the curriculum

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. It is at the heart of our school development, and we need to think about the kind of people we aspire to be, the kind of world we aspire to create and the kind of education we aspire to provide.

Through the provision of SMSC, we 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 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;
- 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 of and respect for their own and other cultures;
- encourage respect for other people; and
- 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 England.

As a result of the promotion of British values, the pupils are expected to gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Possible Opportunities	British Values	SMSC	Delivered	Evidence for BV and SMSC
<p>School Council</p> <p>Teach democracy in PSHE sessions</p> <p>Breakfast time</p> <p>Daily meeting - Values – theme of the week nomination, bucket of happiness nomination</p> <p>Rules and responsibility in the classroom</p> <p>PSHE charter</p> <p>Weekly group reflection with SLT</p> <p>Time to talk individually with familiar adults when needed</p> <p>Values – responsibility, respect</p> <p>Engage in debates and discussion about topics through our curriculum/ mock elections</p>	<p>Democracy – making decisions together</p>	<p>Spiritual: The spiritual development of pupils is shown by their</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths feeling 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 <p>Moral: The moral development of pupils is shown by their</p> <ul style="list-style-type: none"> ability to 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 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>Social: 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, for example working and socialising with other pupils, including those 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: they develop and 	<p>Daily by all staff at Golden Hill</p> <p>Within classes as part of Subject lesson eg PSHE, English, Art, Music</p> <p>Through staff leading clubs eg School Council</p> <p>Through staff leading options</p> <p>Through staff leading playtime activities</p>	<p>Pupil discussions, pupil voice, observations</p> <p>Group (Fridays)</p> <p>Daily points & behaviour points</p> <p>Class floor books if appropriate, Seesaw entries, teachers planning</p> <p>Themed Day/Week books</p> <p>Teacher assessments</p>
<p>Teach rules of Britain / consequences in PSHE Sessions</p> <p>Daily meeting, points time, option/comp</p> <p>Values – responsibility, respect, co-operation, trust</p> <p>Visits from MP’s, police, fire.</p> <p>RE – rules for different faiths</p> <p>PSHE</p> <p>Playtime, lunchtime rules</p> <p>Other subjects – respect and appreciation for different rules eg sporting rules, forest school rules, online safety rules</p>	<p>Rules of law – understanding rules matter</p>	<p>Spiritual: The spiritual development of pupils is shown by their</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths feeling 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 <p>Moral: The moral development of pupils is shown by their</p> <ul style="list-style-type: none"> ability to 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 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>Social: 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, for example working and socialising with other pupils, including those 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: they develop and 	<p>Through staff leading playtime activities</p>	<p>Themed Day/Week books</p> <p>Teacher assessments</p>
<p>Circle time</p> <p>Online safety skills</p> <p>PSHE</p> <p>Points system and options</p> <p>Daily meeting and restorative approach in all classes</p> <p>Showing in meeting and other classes</p> <p>Time to talk individually with familiar adults when needed</p>	<p>Individual liberty – freedom for all</p>	<p>Spiritual: The spiritual development of pupils is shown by their</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths feeling 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 <p>Moral: The moral development of pupils is shown by their</p> <ul style="list-style-type: none"> ability to 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 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>Social: 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, for example working and socialising with other pupils, including those 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: they develop and 		

<p>right to respectfully express views and beliefs Values – respect, responsibility Choice about learning challenge or activity Choice about recording learning</p>		<p>demonstrate skills and attitude that will allow them to participate fully in and contribute positively to life in Modern Britain.</p>		
<p>Daily meeting in all classes Values – responsibility, respect, cooperation RE topics PSHE – anti-bullying day, cyberbullying Support a charity Harvest festival Visits to places of worship Pupils/parents to talk about their culture/religion Visitors to talk about difficulties/religion Dance, music and drama linked to cultural diversity books promoting cultural diversity English and Art promoting cultural diversity Geog – learn about different countries</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs: treat others as you want to be treated</p>	<p>Cultural: 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 and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • 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 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 		