




OVERVIEW

SMSC (Spiritual, Moral, Social & Cultural)	Unicef Articles	Fundamental British Values
<p>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, feelings and values• willingness to reflect on their experiences <p>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>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 <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 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• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity	<p>The United Nations Convention on the Rights of the Child has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p><i>Please see listed articles on individual lesson plans</i></p>	<p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs and for those without faith</p> <p>Continued </p>



OVERVIEW Continued

R.E Dispositions	Skills	Protected Characteristics (Equality Act 2010)
<p>Caring for Others, Animals and the Environment Sharing and Being Generous Being Regardful of Suffering Being Merciful and Forgiving Being Fair and Just Living by Rules Being Accountable and Living with Integrity Being Temperate & Exercising Self-Discipline Being Modest and Listening to Others Cultivating Inclusion, Identity and Belonging Remembering Roots Being Courageous and Confident Being Open, Honest and Truthful Being Reflective and Self-Critical Being Silent and Attentive</p>	<p>Teamwork Effective Participation Self-Management Resilience Communication Presentation</p>	<p>Religion & Belief Sex Sexual Orientation Marriage & Civil Partnership</p>