



SMSC (Spiritual, Moral, Social & Cultural Development) and British Values at Thornton Primary School.

A definition of SMSC

The **spiritual development** of pupils is shown by their:

- a. 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.
- b. sense of enjoyment and fascination in learning about themselves, others and the world around them.
- c. use of imagination and creativity in their learning.
- d. Willingness to reflect on their experiences.

The **moral development** of pupils is shown by their:

- a. 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 civil and criminal law of England.
- b. understanding the consequences of their behaviour and actions.
- c. 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.

The **social development** of pupils is shown by their:

- a. 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.
- b. willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- c. 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 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:

- a. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- b. 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.
- c. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- d. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- e. 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 socioeconomic groups in the local, national and global communities.

SMSC is an over-arching umbrella that encompasses personal development across the curriculum and activities in school. It is the heart of what education is all about – helping pupils grow and develop as people.

The themes and units of work covered within PSHE and the use of the Cambridgeshire Personal Development Programme contribute to the different aspects of SMSC. Those listed in brackets show areas where there are links, rather than explicit teaching content.

Social Development	Moral Development
Beginning and Belonging	Rights, Rules and Responsibilities
Rights, Rules and Responsibilities	Anti-bullying
My Emotions	Diversity and Communities
Family and Friends	Financial Capability
Working Together	Managing Risk
Anti-bullying	Drugs Education
Diversity and Communities	Safety Contexts
Managing Risk	(Beginning and Belonging)
Personal Safety	(Family and Friends)
Sex and Relationships Education	(Working Together)
Healthy Lifestyles	(Sex and Relationships Education)

Spiritual Development	Cultural Development
My Emotions	Beginning and Belonging
Working Together	Diversity and Communities
Sex and Relationships Education	(Rights, Rules and Responsibilities)
Managing Change	(Family and Friends)
Sex and Relationships Education	(Anti-bullying)

These units within PSHE and the use of the Cambridgeshire Personal Development Programme contribute to the different aspects of British Values:

Strand	Theme	Aspect of British Values
Myself and My Relationships	My Emotions	Self-knowledge and self-esteem and responsibility for behaviour
Myself and My Relationships	Family and Friends	Respect for others, tolerance and harmony
Myself and My Relationships	Anti-bullying	Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination
Citizenship	Rights, Rules and Responsibilities	Responsibility for behaviour, rules and the law, public institutions (including parliament), democracy, having a voice and making a positive contribution.
Citizenship	Diversity and Communities	Respect for others, tolerance and harmony, between different cultural traditions, discrimination, contributing to their locality and to society.
Citizenship	Working Together	Self-knowledge and self- confidence, responsibility for behaviour, showing initiative, having a voice, and making a positive contribution.
Economic Wellbeing	Financial Capability	Charitable organisations

The Prevent Agenda

Ref: The Prevent Duty - Departmental advice for schools and childcare providers

DfE June 2015

Since 2015, all schools have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Teaching and learning in areas that contribute to the Prevent Agenda take place within the context of a whole school approach. Many of the things that we do in school help children to become positive, happy members of society contribute to the Prevent Strategy - this includes the schools ethos and environment, exploring other cultures and religions by promoting diversity, challenging prejudices and racial comments, developing critical thinking skills and a strong positive self-identity. The school's development of shared values and meeting British values is integrally linked to Prevent. The Prevent strategy is not just about discussing extremism itself which may be inappropriate for younger children, it's about teaching children values such as tolerance and mutual respect and also addressing aspects of self-esteem, resilience, managing risk and peer pressure and aspects of personal safety.

Work with pupils that supports this agenda is covered through the school's Personal Development Programme. Aspects also run throughout the curriculum and also through assemblies, educational visits, and School Council.

The following themes in the programme include content that supports aspects of the Prevent Agenda:

Strand	Theme	Aspect of Prevent
Myself and Relationships	Beginning and Belonging (and other themes – Personal Safety, My Emotions)	When where and how to get help (safety circles/network of support)
Myself and Relationships	My Emotions	Self-esteem, resilience, confidence, managing emotions
Myself and Relationships	Anti-bullying	Mutual respect and understanding
Citizenship	Rights, Rules and Responsibilities	Democracy, government, rules/laws, responsibilities, debates, understanding values, critical thinking
Citizenship	Working Together	Resilience, determination, confidence

Citizenship	Diversity and Communities	Diversity of national, regional, religious and ethnic identities in the UK Mutual respect and understanding
Healthy and Safer Lifestyles	Understanding and Managing Risk	Recognising and managing risk, making safer choices, resisting pressure
Healthy and Safer Lifestyles	Personal Safety	Pressure from others that threatens their safety and wellbeing

Wider Coverage of SMSC and British Values at Thornton Primary School

There are also many links and coverage through other subject areas and also through activities where these aspects are promoted and explored. Some examples are:

- through daily collective worship, encouraging pupils to explore aspects of SMSC/British Values further and encouraging pupils to reflect and learn from reflection.
- developing the ethos within school where all pupils can grow and flourish, respect others and be respected through the school's vision statement, Golden Charter, Golden Learning Powers and Character Strengths. Helping pupils to develop personal qualities which are valued in society such as thoughtfulness, honesty, respect, moral principles, independence etc. (participation in the Route to Resilience Programme). Reinforcing the school's values through posters, displays, signs around school, integration into lessons. The celebration of these in weekly Celebration Assemblies.



- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school (through the Behaviour Policy) Rewarding expressions of moral insight and good behaviour through Golden Charter Tickets and Dojos.
- opportunities to explore values and beliefs including religious beliefs (and non-religious) and the way in which they affect peoples' lives through the RE curriculum.
- promoting teaching styles which value pupils' questions and give them space to explore their own thoughts and ideas.
- provide opportunities to ask and explore 'why?', 'how?', 'what?', 'where?', 'when?'
- enable pupils to make connections between aspects of their learning through relevant links within and across the curriculum.



- Providing opportunities for engaging in democratic process through elections for School Council, Ambassadors. Ensuring all pupils within school have a voice that is listened to through being able to provide ideas and feedback to the School Council and to be able to participate in questionnaires.
- Encouraging pupils to take responsibility for their actions - respect for property, care for the environment and developing codes of behaviour.
- Providing models of moral virtue through literature and across other areas of the curriculum.
- Encouraging opportunities across the curriculum for pupils to work co-operatively (E.g. PE – team games, Science and technology group tasks).

- Providing corporate positive experiences through for example, assemblies, team activities, residential experiences, school productions.
- Providing positive and effective links with the world of work and the wider community (visitors in school to talk about their jobs, community support with local history, jobs associated with science, experiences provided by the local church).
- Provide opportunities for pupils to exercise leadership and responsibility – through the Job centre, Ambassadors and Lunchtime Leader roles.
- Provide opportunities for pupils to understand and learn about aspects of their own culture and the culture of others through customs, history, geography, technology, artefacts, music, art, sculpture, dance, food technology and their significance and meaning in culture and also vocabulary development and literature.
- Enrichment opportunities provide a means for pupils to discover hidden talents and skills and develop their interests further through planned curriculum experiences and also after-school opportunities.
- The school actively engages with safety programmes throughout the age ranges including work with the Fire Service and liaison with the Community Police and the NSPCC/Google. The school provides regular workshops for parents.
- Developing partnerships with outside agencies to extend pupils cultural awareness for example through theatre, museum, concert and gallery visits, resident artists, overseas residential trips, school to school partnerships.
- A regard for the heights of human achievement in all cultures and society (assemblies, Black History Month, History, Geography, Science, Technology, Art).



Coverage throughout the Curriculum

Reference to content of SMSC and British Values within curriculum areas is referenced in curriculum documents (see Topic example below). The school's Year Group/Classes Curriculum Coverage documents (Children Tab, Class pages) also outline when British Values are covered in isolation during the term.

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Year 1	Geography Our School	History Kings, Queens and Castles	History The Great Fire of London	History Toys	Geography Our Local Area	Geography The UK
SMSC/British Values	Spiritual 1b, 1c Social 1a	Spiritual 1b, 1c Moral 2a, 2c Social 3a (BV link) Cultural 4a, 4d	Spiritual 1b, 1c Moral 2a, 2c Social 3a, 3c (BV link) Cultural 4a, 4d	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Moral 2b Social 3a	Spiritual 1b, 1c Social 3a, 3c (BV link) Cultural 4a, 4b, 4e
Year 2	Geography Wonderful World	History The Gunpowder Plot	Geography China	History Travel and Transport	Geography Beside the Seaside	History Explorers
SMSC	Spiritual 1b, 1c Social 3a, 3c (BV link) Cultural 4b, 4e	Spiritual 1a, 1c Moral 2a, 2c Social 3a, 3c (BV link) Cultural 4a, 4c	Spiritual 1a, 1b, 1c Social 3a, 3c (BV link) Cultural 4a, 4b, 4d, 4e	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Cultural 1a	Spiritual 1a, 1b, 1c Social 1a

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Year 3	History Watch Out! Invaders About! (The Ancient Britons and the Romans)	Geography Rainforests	Geography Land use (Link to local area)	History Railways (link to local area and the impact of the railways)	Geography Extreme Earth	History Watch out! Invaders About! (The Anglo-Saxons, the Scots and the Vikings)
SMSC	Spiritual 1b, 1c Moral 2a Social 3a, 3c (BV link) Cultural 4a	Spiritual 1b, 1c Moral 2a, 2b, 2c Social 3a Cultural 4b, 4e	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Cultural 4a	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Moral 2a Social 3a, 3c (BV link) Cultural 4a
Year 4	Geography Somewhere to Settle (link to local area Thornton - Anglo Saxon settlement)	History Riotous Royalty (include Richard III)	Geography (Local area comparison) What is it like in Whitby?	History The Ancient Egyptians	Geography All around the World	History Crime and Punishment
SMSC	Spiritual 1b, 1c Social 3a Cultural 4a	Spiritual 1b, 1c Moral 2a, 2c Social 3a, 3c (link to BV) Cultural 4a	Spiritual 1b, 1c Social 3a	Spiritual 1a, 1b, 1c Moral 2c Social 3a Cultural 4a	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Moral 2a, 2b, 2c Social 3a, 3c (link to BV) Cultural 4a
Year 5	Geography Marvellous Maps (link to local area)	History Stone Age to Iron Age	Geography Eastern Europe (recap on world map from Y4 All around the World)	History Ancient Greece	Geography Magnificent Mountains	History WWII
SMSC	Spiritual 1b, 1c Social 3a	Spiritual 1a, 1b 1c Social 3a Cultural 4a	Spiritual 1b, 1c Moral 2c Social 3b Cultural 4a, 4b, 4e	Spiritual 1a, 1b, 1c Social 3a, 3c (link to BV) Cultural 4a, 4c	Spiritual 1b, 1c Moral 2c Social 3a	Spiritual 1a, 1b, 1c Moral 2a, 2c Social 3a, 3c (link to BV) Cultural 4a

Year 6	Geography Amazing Americas	History The Mighty Mayans	Geography Our Changing World	History Britain since WWII (Leisure and Entertainment)	Local History/Geography Study Origins of Thornton, the church, cottage industry in Thornton, Bagworth and the development of mining (recap on development of railways), the changing village, the school, the reservoir and development of tourism and leisure today. The National Forest.
SMSC	Spiritual 1b, 1c Social 3a Cultural 4a, 4e	Spiritual 1a, 1b, 1c Social 3a Moral 2a Cultural 4a	Spiritual 1b, 1c Moral 2c Social 3a	Spiritual 1a, 1b, 1c Social 3a, 3c (link to BV) Cultural 4a, 4b, 4d, 4e	Spiritual 1b, 1c Moral 2c Social 3a Cultural 4a

Impact

The impact of the coverage of SMSC will be measured by:

- Assessment tasks and regular knowledge check activities.
- In school attainment tracking
- Engagement in enrichment activities
- Route to Resilience activities
- Pupil voice – questionnaires, pupil book and learning reviews
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring
- Attendance data
- Behaviour Logs