



What is SMSC?

Spiritual, Moral, Social and Cultural development.

All schools in England must show that they are developing their pupils in these areas. The SMSC statements included in this document are taken from the Ofsted Inspection handbook (November 2019) which states what inspectors may look for when evaluating pupils' SMSC development in schools.

Spiritual development

- 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
- 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

Moral development

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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

SMSC

Social development

- 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

- 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 in 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, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

What are British values?

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our Design and technology curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil any of the British values.



Democracy

We all have a voice within school and society.



Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.



Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.



Mutual respect

We respect others and expect them to show us respect.



Tolerance of those with different faiths and beliefs

We respect and appreciate diversity and understand that everybody has different views and beliefs.

Our French curriculum contributes to the Spiritual development of pupils by:

- Providing them with opportunities to learn about life in another country and consequently to reflect on their own lives.
- Encouraging them to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.)
- Instilling a sense of wonder around language etymology through developing language detective skills.
- Giving opportunities for pupils to reflect on their language skills.

Our French curriculum contributes to the Moral development of pupils by:

- Providing opportunities to further explore moral issues, such as stereotyping and access to education around the world.

Year 3/4	This is me	Playground games - numbers and age	Bon appétit!	School days	Birthday celebrations	Colourful creatures - animals, colours and size
Spiritual	Knowledge of, and respect for, different people's faiths, feelings and values	Knowledge of, 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	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them
	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning		Use of imagination and creativity in their learning		Use of imagination and creativity in their learning
	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences
Moral						

Social	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		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	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	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	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	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
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	Democracy Acceptance and engagement with the fundamental	Democracy					
Rule of Law							

		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	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	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	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	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities				Willingness to participate in 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	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	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	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	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	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
Year 5/6	Portraits - describing in French	Meet my French family	Visiting a town in France	French transport	French verbs in a week	French weather
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	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences
Moral			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			
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	Democracy Acceptance and engagement with the fundamental British values of democracy,	Democracy						
		Rule of Law						
Individual liberty								
Mutual respect								

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