



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 History curriculum contributes to the Spiritual development of pupils by:

- Offering opportunities to marvel at human achievements and discoveries that influence our lives today.
- Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.
- Encouraging pupils to reflect on personal experiences by providing opportunities to connect historical events to their own lives, drawing meaningful insights and lessons from the past.
- Promoting knowledge of, and respect for, different people's faiths, feelings, and values by examining diverse historical civilisations, cultures, and religious practices.

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

- Developing an understanding of the consequences of their behavior and actions by exploring the historical impact of choices made by individuals and societies.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions throughout history.
- Nurturing their sense of justice and fairness. Through the study of historical events such as civil rights movements, world wars etc., pupils learn about the consequences of prejudice, discrimination and injustice.

Our History curriculum contributes to the Cultural development of pupils by:

- Encouraging pupils to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of human cultures across the globe and throughout time.
- Teaching them about Britain's democratic parliamentary system and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of Britain.
- Exploring historical events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.

Our History curriculum contributes to the Social development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Offering them opportunities to present their work to others.
- Cultivating empathy through introducing students to diverse cultures, societies and perspectives.

Year EYFS/1	How am I making history? (Y1) Peek into the past (YR)	How have toys changed (Y1)	How have explorers changed the world? (Y1) Adventures through time (YR)	How am I making history? (Y1) Peek into the past (YR)	How have toys changed (Y1)	How have explorers changed the world? (Y1) Adventures through time (YR)
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	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	Knowledge of, and respect for, different people's faiths, feelings and values	Knowledge of, and respect for, different people's faiths, feelings and values	Knowledge of, and respect for, different people's faiths, feelings and values	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	Use of imagination and creativity	Use of imagination and creativity in their learning	Use of imagination and creativity

			in their learning	in their learning		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			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			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
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
	Democracy Acceptance and engagement with the fundamental British values of democracy, the rule of law,	Democracy				
		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.	Individual liberty					
		Mutual respect					
		Tolerance of those with different faiths and beliefs					
Cultural	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 wide range of cultural influences that have shaped their own heritage and that of others		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 wide range of cultural influences that have shaped their own heritage and that of others		
		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		
	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			

Year 2	How am I making history?	How did we learn to fly? (Y2)	What is a monarch? (Y2)	How am I making history?	How did we learn to fly? (Y2)	What is a monarch? (Y2)
	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	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	Knowledge of, and respect for, different people's faiths, feelings and values	Knowledge of, and respect for, different people's faiths, feelings and values	Knowledge of, and respect for, different people's faiths, feelings and values	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	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning
Spiritual	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	
	Democracy 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	Democracy						
		Rule of Law						
		Individual liberty	Pupils are able to make individual choices during the design element of each unit					
		Mutual respect						
		Tolerance of those with different faiths and beliefs						

Cultural	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 wide range of cultural influences that have shaped their own heritage and that of others	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 wide range of cultural influences that have shaped their own heritage and that of others
	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
			Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop 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 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
Year 3/4	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Maya civilisation influence their society and beyond?	Why did the Romans settle in Britain?	How hard was it to invade and settle in Britain?
Spiritual		Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life		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		Knowledge of, and respect for, different people's faiths, feelings and values			Knowledge of, and respect for, different people's faiths, feelings and values
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	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	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		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	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	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	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	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

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Democracy 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	Democracy					
	Rule of Law					
	Individual liberty					
	Mutual respect					

	allow them to participate fully in and contribute positively to life in modern Britain	Tolerance of those with different faiths and beliefs					
Cultural	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 wide range of cultural influences that have shaped their own heritage and that of others	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 wide range of cultural influences that have shaped their own heritage and that of others	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 wide range of cultural influences that have shaped their own heritage and that of others	
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	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			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	
Year 5/6	What does the Census tell us about our local area?	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What was the impact of World War II on the people of Britain?	What did the Greeks ever do for us?	The Sikh Empire
Spiritual			Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

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	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	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
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		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	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	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	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	Understanding of the consequences of their behaviour and actions	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.		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.	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.	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.	
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	

	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				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	
Democracy 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	Democracy					
	Rule of Law					
	Individual liberty					
	Mutual respect					
	Tolerance of those with different faiths and beliefs					

Cultural	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 wide range of cultural influences that have shaped their own heritage and that of others	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	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
			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

						<p>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</p>
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