Promoting SMSC

⬇Pupils may display the following⬇	⬇Schools may do the following⬇
Spiritual	
- A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour - An awareness and understanding of own and others' beliefs - A respect for themselves and for others - A sense of empathy with others, concern and compassion - An ability to show courage in defence of their beliefs - A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination) - An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity) - A respect for insight as well as knowledge and reason - An expressive and/or creative impulse - An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact)	- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives - Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them - Encouraging pupils to explore and develop what animates themselves and others - Encouraging pupils to reflect and learn from reflection - Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful - Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected - Accommodating difference and respecting the integrity of individuals - Promoting teaching styles which *Value pupils' questions and give them space for their own thoughts, ideas and concerns* *Enable pupils to make connections between aspects of their learning* *Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'* - Monitoring, in simple, pragmatic ways, the success of what is provided
Moral	
- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures - A confidence to act consistently in accordance with their own principles - An ability to think through the consequences of their own and others' actions - A willingness to express their views on ethical issues and personal values - An ability to make responsible and reasoned judgements on moral dilemmas - A commitment to personal values in areas which are considered right by some and wrong by others - A considerate style of life - A respect for others' needs, interests and feelings as well as their own - A desire to explore their own and others' views - An understanding of the need to review and reassess their values, codes and principles in light of experience	- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school - Promoting measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria - Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong - Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making - Rewarding expression of moral insights and good behaviour - Making an issues of breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school - Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of confliction, keeping promises and contracts - Recognising and respecting the codes and morals of the different cultures represented in the school and wider community - Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour - Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship - Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions - Monitoring, in simple, pragmatic ways, the success of what is provided

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Social	
- Adjust to a range of social contexts by appropriate and sensate behaviour - Relate well to other people's social skills and personal qualities - Work, successfully, as a member of a group or team - Challenge, when necessary and in appropriate ways, the values of a group or wider community - Share views and opinions with others, and work towards consensus - Resolve conflicts and counter forces which militate against inclusion and unity - Reflect on their own contribution to society and to the world of work - Show respect for people, living things, property and the environment - Benefit from advice offered by those in authority or counselling roles - Exercise responsibility - Appreciate the rights and responsibilities of individuals within the wider social setting - Understand how societies function and are organised in structures such as the family, the school and local and wider communities - Participate in activities relevant to the community - Understand the notion of interdependence in an increasingly complex society	- Identifying key values and principles on which school and community life is based - Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish - Encouraging pupils to work co-operatively - Encouraging pupils to recognise and respect social differences and similarities - Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions - Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect - Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community - Helping pupils resolve tension between their own aspirations and those of the group or wider society - Providing a conceptual and linguistic framework within which to understand and debate social issues - Providing opportunities for engaging in the democratic process and participating in community life - Providing opportunities for pupils to exercise leadership and responsibility - Providing positive and effective links with the world of work and the wider community - Monitoring, in simple, pragmatic ways, the success of what is provided
Cultural	
- An ability to recognise and understand their own cultural assumptions and values - An understanding of the influences which have shaped their own cultural heritage - An understanding of the dynamic, evolutionary nature of cultures - An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality - An openness to new ideas and a willingness to modify cultural values in the light of experience - An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture - A willingness to participate in, and respond to, artistic and cultural enterprises - A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures - A regard for the heights of human achievement in all cultures and societies - An appreciation of the diversity and interdependence of cultures	- Providing opportunities for pupils to explore their own cultural assumptions and values - Presenting authentic accounts of the attitudes, values and traditions of diverse cultures - Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality - Recognising and nurturing particular gifts and talents - Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance - Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges - Reinforcing the school's cultural values through displays, posters, exhibitions etc. - Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum - Monitoring, in simple, pragmatic ways, the success of what is provided