

Promoting SMSC

↓Pupils may display the following↓	↓Schools may do the following↓
Spiritual (SP)	
<ol style="list-style-type: none"> 1. 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 2. An awareness and understanding of own and others' beliefs 3. A respect for themselves and for others 4. A sense of empathy with others, concern and compassion 5. An ability to show courage in defence of their beliefs 6. 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) 7. An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity) 8. A respect for insight as well as knowledge and reason 9. An expressive and/or creative impulse 10. 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) 	<ol style="list-style-type: none"> 11. Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives 12. Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them 13. Encouraging pupils to explore and develop what animates themselves and others 14. Encouraging pupils to reflect and learn from reflection 15. Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful 16. Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected 17. Accommodating difference and respecting the integrity of individuals 18. Promoting teaching styles which <ul style="list-style-type: none"> ○ <i>Value pupils' questions and give them space for their own thoughts, ideas and concerns</i> ○ <i>Enable pupils to make connections between aspects of their learning</i> ○ <i>Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</i> 19. Monitoring, in simple, pragmatic ways, the success of what is provided
Moral (M)	
<ol style="list-style-type: none"> 1. An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures 2. A confidence to act consistently in accordance with their own principles 3. An ability to think through the consequences of their own and others' actions 4. A willingness to express their views on ethical issues and personal values 5. An ability to make responsible and reasoned judgements on moral dilemmas 6. A commitment to personal values in areas which are considered right by some and wrong by others 7. A considerate style of life 8. A respect for others' needs, interests and feelings as well as their own 9. A desire to explore their own and others' views 10. An understanding of the need to review and reassess their values, codes and principles in light of experience 	<ol style="list-style-type: none"> 11. Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school 12. Promoting measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria 13. 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 14. Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making 15. Rewarding expression of moral insights and good behaviour 16. 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 17. 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 18. Recognising and respecting the codes and morals of the different cultures represented in the school and wider community 19. Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour 20. Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship 21. Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions 22. Monitoring, in simple, pragmatic ways, the success of what is provided

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Social (SO)	
<ol style="list-style-type: none"> 1. Adjust to a range of social contexts by appropriate and sensible behaviour 2. Relate well to other people's social skills and personal qualities 3. Work, successfully, as a member of a group or team 4. Challenge, when necessary and in appropriate ways, the values of a group or wider community 5. Share views and opinions with others, and work towards consensus 6. Resolve conflicts and counter forces which militate against inclusion and unity 7. Reflect on their own contribution to society and to the world of work 8. Show respect for people, living things, property and the environment 9. Benefit from advice offered by those in authority or counselling roles 10. Exercise responsibility 11. Appreciate the rights and responsibilities of individuals within the wider social setting 12. Understand how societies function and are organised in structures such as the family, the school and local and wider communities 13. Participate in activities relevant to the community 14. Understand the notion of interdependence in an increasingly complex society 	<ol style="list-style-type: none"> 15. Identifying key values and principles on which school and community life is based 16. 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 17. Encouraging pupils to work co-operatively 18. Encouraging pupils to recognise and respect social differences and similarities 19. Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions 20. 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 21. Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community 22. Helping pupils resolve tension between their own aspirations and those of the group or wider society 23. Providing a conceptual and linguistic framework within which to understand and debate social issues 24. Providing opportunities for engaging in the democratic process and participating in community life 25. Providing opportunities for pupils to exercise leadership and responsibility 26. Providing positive and effective links with the world of work and the wider community 27. Monitoring, in simple, pragmatic ways, the success of what is provided
Cultural (C)	
<ol style="list-style-type: none"> 1. An ability to recognise and understand their own cultural assumptions and values 2. An understanding of the influences which have shaped their own cultural heritage 3. An understanding of the dynamic, evolutionary nature of cultures 4. 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 5. An openness to new ideas and a willingness to modify cultural values in the light of experience 6. An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture 7. A willingness to participate in, and respond to, artistic and cultural enterprises 8. A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures 9. A regard for the heights of human achievement in all cultures and societies 10. An appreciation of the diversity and interdependence of cultures 	<ol style="list-style-type: none"> 11. Providing opportunities for pupils to explore their own cultural assumptions and values 12. Presenting authentic accounts of the attitudes, values and traditions of diverse cultures 13. Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality 14. Recognising and nurturing particular gifts and talents 15. Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance 16. Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges 17. Reinforcing the school's cultural values through displays, posters, exhibitions etc. 18. Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum 19. Monitoring, in simple, pragmatic ways, the success of what is provided