




SMSC, British Values & Protected Characteristics

SMSC: What & Why?

“Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.”

From the DfE ‘Promoting Fundamental British Values as part of SMSC in Schools: Departmental Advice for Maintained Schools’ November 2014



“All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.”

From DfE ‘Promoting Fundamental British Values as part of SMSC in Schools: Departmental Advice for Maintained Schools’ November 2014

What are British Values?



Our Shared British Values **I Really Do Matter**

What do I do if I don't think something is right or fair?

How can I make a difference?

Can I be friends with someone who doesn't believe the same things that I do?

How can my voice be heard?

What matters to me?

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

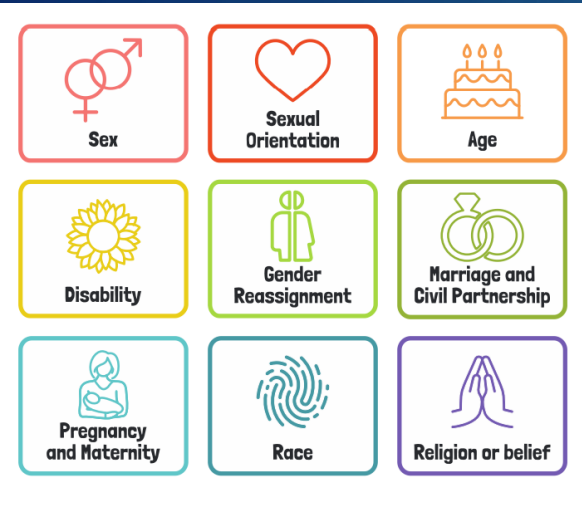
Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

What are Protected Characteristics?



Protected Characteristics



Protected characteristics are aspects of a person's identity that are protected under the **Equality Act 2010**. This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.

Age

Discrimination against people based on their age can be referred to as **ageism**.

Disability

Discrimination against people based on disability is referred to as **ableism**. It is typically based on irrational hatred, intolerance and fear of people with disabilities.

Gender reassignment

Transphobia is prejudice and discrimination against people who identify as or are perceived to be transgender. It is typically based on irrational hatred, intolerance and fear.

Marriage and civil partnership

It protects people with a formal legal partnership with someone either of the same sex or opposite sex.

Pregnancy and maternity

A person can't be treated unfavourably, for example not being given a promotion at work, because they are pregnant or have recently given birth.

Race

Prejudice and discrimination against people based on the colour of their skin or the racial or ethnic group to which they belong is referred to as **racism**.

Religion or belief

The Equality Act 2010 protects people against discrimination based on their **religion or beliefs**.

Sex

The Equality Act 2010 protects people against discrimination based on their **biological sex**. Prejudice and discrimination against people based on sex or gender is referred to as **sexism**.

Sexual orientation

Homophobia is an umbrella term for prejudice and discrimination against people who identify as or are perceived to be LGBT.

	Spiritual	Moral	Social	Cultural
What?	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ Recognise the difference between right and wrong and readily apply this understanding in their own lives, and 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 	<ul style="list-style-type: none"> ○ Use 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. Develop and demonstrate skills and attitudes that will allow them to participate fully in an contribute positively to life in modern Britain 	<ul style="list-style-type: none"> ○ 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 or their preparation for life in modern Britain ○ 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. Shown by respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Our Spirituality Framework

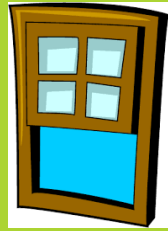
Self – our understanding of who we are



Others – how our self-understanding shapes our relationships with others



Beauty – our wonder at life and creativity



Beyond – our sense of mystery and higher purpose



Spirituality is a process not a thing



Stopping
Reflecting
Moving on

SIAMS expectations



Strand 2 (Grade descriptor for 'Good')

“The school has a clear and secure understanding of spirituality that is distinguishable from social, moral and cultural development and is shared by staff. Progressively deeper opportunities exist across the curriculum which enable pupils to develop curiosity through questioning that helps them explore and articulate spiritual and ethical issues.”

SIAMs Inspection Framework