

# BRITISH VALUES

The promotion of 'British values' was introduced by the Department for Education in 2014. This means Ofsted will assess whether a school ethos and climate promotes 'British values' looking for it through the whole curriculum and in school leadership.

## 'Fundamental British Values'

According to Ofsted are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

*School Inspection Handbook from September 2015*

British Values should enable pupils, to develop their self-knowledge, self-esteem and self-confidence; to distinguish right from wrong and to respect the civil and criminal law of England; to acquire a broad general knowledge of and respect for public institutions and services in England and an appreciation and respect for their own and other cultures.

It should also encourage in pupils, a respect for other people and to accept responsibility for own behaviour. Furthermore, it should encourage pupils to show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and wider; to further tolerance and harmony between different cultural traditions; and have a respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## How CCSWT contributes

At the core of our values is that of encouraging mutual respect, tolerance and liberty. Through both primary and secondary school assemblies we can present these topics from a biblical perspective with a modern and inclusive outworking. We believe that every person is made uniquely and that this is something to be celebrated. Therefore, British Value are a framework for our interactions with schools and pupils and for the advice and encouragement we give.

Our work seeks to encourage in pupils, a respect for other people and to acceptance of responsibility for their own behaviour, by helping them first understand themselves. In our group work we foster an environment of tolerance and harmony by encouraging pupil participation and respect for difference in opinion. Furthermore, CCSWT assemblies often end with a 'challenge' set to empower pupils to show initiative and understand how they can contribute positively to their local community and beyond.

# SMSC

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC. Ofsted now pays a lot of attention to SMSC when deciding whether a school is 'outstanding', 'inadequate' or somewhere in between.

## Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

## Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

## Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

## Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## How CCSWT contributes

CCSWT encourages pupils to explore faith and faith experiences. One of the ways is through creative prayer and reflection rooms, or through our assemblies and collective worship delivery. In our group work and mentoring we help pupils understand and examine their feelings and the values they hold. These workshops creatively support pupils learning about oneself and others.

Our provision is committed to generating thoughts and discussion around moral and ethical issues. Our workshops develop pupils' social skills and empathy, encouraging them to appreciate diverse viewpoints and to participate. Mentors inspire social skills in pupils, signpost them to opportunities to volunteer, teach them how to resolve conflict, understand the law, and treat others with respect, understanding accepting, and celebrating diversity.

# SOCIAL AND EMOTIONAL ASPECTS OF LEARNING

The Social and Emotional Aspects of Learning (SEAL) initiative aims to support children aged from 3-16 years to develop the personal and social skills of: self-awareness, managing their feelings, motivation, empathy, social skills.

These interpersonal and intrapersonal skills have been shown to improve learning and promote emotional health and wellbeing, alongside a range of other benefits to pupils, families and schools.

SEAL can make a very substantial contribution to higher academic standards, research in the UK found that that primary and secondary schools with a strong whole-school SEAL implementation were significantly more likely than schools with a patchy implementation to have higher attainment in tests at age 11 and in GCSEs at age 16, as well as better Ofsted ratings for behaviour, and lower levels of truancy.

## **How CCSWT contributes**

Although our assemblies do address the aspects of social and emotional learning, it is more likely to find the evidence in our mentoring, creative prayer rooms and group work. We believe every pupil should have the a positive and fulfilling experience of education and that the SEAL initiative contributes to this. One our GLOW course, pupils learn to understanding emotions, what affects them, and how to them.