

SMSC, BRITISH VALUES & PREVENT

This document outlines the SMSC, British Values, Prevent criteria that are mapped in our weekly curriculum guides for England.

For the purposes of this document, pupils/students are referred to as "voters", and educational settings are referred to as "schools".

SMSC: Ofsted (2004/2014-present)

1.1	Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)	Spiritual: Personal values & beliefs
1.2	Voters use personal experiences to reflect on their lives	Spiritual: Personal values & beliefs
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	Spiritual: Personal values & beliefs
1.4	Voters can be holistic in their approach to discussing topics	Spiritual: Personal values & beliefs
1.5	Schools support voters with their religious beliefs in a personalised way	Spiritual: Personal values & beliefs
1.6	Schools facilitate discussions to support reflection	Spiritual: Personal values & beliefs
1.7	Voters learn about themselves, others & the world around them	Spiritual: Experiencing wonder & fascination
1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	Spiritual: Experiencing wonder & fascination
1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	Spiritual: Experiencing wonder & fascination
1.10	Voters show interest and respect for others' faiths, feelings and beliefs	Spiritual: Understanding human feelings & emotions
1.11	Voters develop empathy, compassion & concern with others	Spiritual: Understanding human feelings & emotions
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	Spiritual: Understanding human feelings & emotions
1.13	Voters develop a respect for insight as well as for knowledge & reason	Spiritual: Understanding human feelings & emotions

1.14	Voters develop an understanding of feelings & emotions and the impact of them	Spiritual: Understanding human feelings & emotions
1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	Spiritual: Understanding human feelings & emotions
1.16	Schools develop a culture where voters can flourish, grow and respect others	Spiritual: Understanding human feelings & emotions
1.16	Schools accommodate difference and respect the integrity of individuals	Spiritual: Understanding human feelings & emotions
1.17	Voters are encouraged to think and use their imaginations & sense of creativity	Spiritual: Using imagination & creativity
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	Spiritual: Using imagination & creativity
2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	Moral: Developing & expressing personal views
2.2	Voters are able to express their views on ethical & personal issues	Moral: Developing & expressing personal views
2.3	Voters are committed to their own values even if others think they are wrong	Moral: Developing & expressing personal views
2.4	Voters enjoy discovering their own and others' views on different topics	Moral: Developing & expressing personal views
2.5	Voters can adapt their values in light of experiences	Moral: Developing & expressing personal views
2.6	Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making	Moral: Developing & expressing personal views
2.7	Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues	Moral: Investigating moral & ethical issues
2.8	Schools use learning to prevent discrimination	Moral: Investigating moral & ethical issues
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong	Moral: Investigating moral & ethical issues
2.10	Voters respect there are different cultures in society and within their school	Moral: Investigating moral & ethical issues

2.11	Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict	Moral: Moral codes & models of moral virtue
2.12	Voters know right from wrong and apply this, respecting civil & criminal law	Moral: Recognising right & wrong and apply
2.13	Voters know right from wrong based on their own moral code & other cultures	Moral: Recognising right & wrong and apply
2.14	Voters make reasoned & responsible judgements on moral dilemmas	Moral: Recognising right & wrong and apply
2.15	Voters understand the consequences both positive & negative of their actions (cause and effect)	Moral: Understanding consequences of actions
2.16	Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)	Moral: Understanding consequences of actions
3.1	Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	Social: Developing qualities & social skills
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	Social: Developing qualities & social skills
3.3	Voters reflect on their own contribution to school & their communities	Social: Developing qualities & social skills
3.4	Voters show respect for people, living things, property & their environment	Social: Developing qualities & social skills
3.5	Schools encourage voters to recognise and respect social differences & similarities	Social: Developing qualities & social skills
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	Social: Developing qualities & social skills
3.7	Schools provide a platform for understanding and debating social issues	Social: Developing qualities & social skills
3.8	Schools provide opportunities for voters to engage in a democratic process and participate in community life	Social: Developing qualities & social skills
3.9	Schools provide appropriate links to the wider world & the community	Social: Developing qualities & social skills

3.10	Voters co-operate well and are able to resolve their conflicts	Social: Participating & resolving conflict
3.11	Voters work well together as members of groups or teams; they relate well to each other	Social: Participating & resolving conflict
3.12	Voters are given the platform to challenge appropriately the views of a group or the wider community	Social: Participating & resolving conflict
3.13	Voters resolve conflicts and counter forces which militate against inclusion & unity	Social: Participating & resolving conflict
3.14	Schools provide voters with the chance to exercise leadership & responsibility	Social: Participating & resolving conflict
3.15	Voters engage with and accept the values of democracy, the rule of law, individual liberty, and mutual respect & tolerance of those with differing beliefs & faiths	Social: Understanding how communities function
3.16	Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society	Social: Understanding how communities function
3.17	Voters appreciate the rights & responsibilities of individuals within the wider setting	Social: Understanding how communities function
3.18	Voters understand how society functions and is organised	Social: Understanding how communities function
3.19	Voters understand the notion of interdependence in a complex society	Social: Understanding how communities function
3.20	Schools identify key values & principles on which school & community life is based	Social: Understanding how communities function
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	Cultural: Understanding & respecting diversity
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	Cultural: Understanding & respecting diversity
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	Cultural: Understanding & respecting diversity
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	Cultural: Understanding & respecting diversity

Continued | SMSC: Ofsted (2004/2014-present)

4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	Cultural: Participating & responding to culture
4.6	Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures	Cultural: Understanding & respecting diversity
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	Cultural: Understanding & respecting diversity
4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	Cultural: Understanding & respecting diversity
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	Cultural: Preparing for life in modern Britain
4.10	Voters understand how beneficial it is to appreciate a range of different cultures and that this is preparation for them as part of a modern Britain	Cultural: Understanding & respecting diversity
4.11	Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	Cultural: Understanding & appreciating influences
4.12	Voters develop an ability to challenge their own cultural assumptions & values	Cultural: Understanding & respecting diversity
4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	Cultural: Understanding & respecting diversity
4.14	Schools audit the quality & nature of opportunities for voters to extend their cultural development	Cultural: Understanding & respecting diversity

Prevent Strategy: HM Government (2007-present)

5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people
5.2	Voters can influence and participate in decision-making on issues affecting them in their society
5.3	Voters can participate in decision-making within their own school environment
5.4	Voters can express their views and appreciate the impact their views can have on others
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change

Continued | Prevent Strategy: HM Government (2007-present)

- 5.7 Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices
- 5.8 Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying
- 5.9 Voters should know how to challenge extremist narratives and promote universal rights
- 5.10 Voters should develop questioning skills & techniques to open up debate in a safe way
- 5.11 Voters should feel confident to discuss honestly a plurality of views
- 5.12 Schools should allow voters to debate fundamental moral & human rights principles
- 5.13 Schools should promote open & respectful dialogue
- 5.14 Model participatory and representative democracy by engaging and examining views expressed
- 5.15 Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest
- 5.16 Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues
- 5.17 Use spaces for voters to discuss openly issues that concern them, including exploring their own identities & how these relate to the diversity of the society in which they live
- 5.18 Give voters a safe place to respond to current events that will challenge their beliefs

Promoting Fundamental British Values: DfE (2014-present)

- 6.1 Voters should gain an understanding of how citizens can influence decision-making through the democratic process
- 6.2 Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety
- 6.3 Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)
- 6.4 Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law
- 6.5 Voters should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, not discriminated against

- 6.6 Voters should have an understanding of the importance of identifying and combatting discrimination
- 6.7 Understand the strengths, weaknesses, advantages & disadvantages of democracy, and how democracy & the law works in Britain, in contrast to other forms of government in other countries
- 6.8 Ensure that all voters within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by voters
- 6.9 Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view
- 6.10 Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths
- 6.11 Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values

Each week, we also map to an article of the UN Convention on the Rights of the Child (UNCRC) and to one of the 17 UN Sustainable Development Goals (UN SDGs). All VoteTopics also correspond to one of our 9 Key Themes. You can find out more about these on your Teacher Dashboard.