



Manchester  
Metropolitan  
University

# Spiritual, Moral, Social, Cultural Development (SMSC)

## Faculty of Education PGCE Conference Primary and Secondary



Living and Learning in Diverse 21st Century Britain

Friday 24th April 2015



# Thought for the Day

The most important message that you can take away today is that SMSC is not new; it is not an 'extra' or an 'add-on' for schools. Recent guidance and legislation, just re-affirms existing expectations. SMSC continues to extol the core values, central to the effective operation of all learning communities, contributing both to a student's/child's learning across the curriculum and to education for life in the 21st century.



# Welcome!

Welcome to the MMU Faculty of Education PGCE Spiritual, Moral, Social and Cultural (SMSC) conference 2015:

## *'Living and Learning in Diverse 21st Century Britain'*

This conference is a unique initiative exploring recent legislation and implementation. It is part of MMU's ongoing commitment, to prepare all students to teach in diverse settings and to understand a teacher's statutory duties to educate for a safe, equitable and just society.

## What's it all about?

The conference is held in the context of recent Government guidance that stresses the importance of SMSC in upholding fundamental British values, encouraging mutual respect and tolerance for all faiths and beliefs and exploring difference, equality and belonging across the curriculum. SMSC has a part to play in preventing extremism and building resilience to grooming and radicalisation; it should form a part of every school's safeguarding commitment as well as curricular and extra - curricular provision.

## Spiritual, Moral, Social and Cultural Education (SMSC)

Under section 78 of the Education Act 2002, all schools must promote the Spiritual, Moral, Social and Cultural aspects of education. These include:

- Developing a sense of self; attempting to answer life's big questions and challenges
- Understanding the difference between right and wrong, moral conflict, developing concern for others; consequences of actions, making responsible decisions and taking action; a realisation of responsibilities and rights, an ability to relate to others and to work with them for the common good; a sense of belonging and the awareness of the need and possibility of making an active contribution to society
- Knowledge of cultural traditions; the ability to appreciate and respect one's own culture/s and the cultures of others; development of a curiosity about difference.

Ofsted school inspectors, judge the quality of education provided based on the achievement of pupils:

- The quality of teaching in the school
- **The behaviour and safety of pupils at the school**
- The quality of leadership in and management of the school
- **The spiritual, moral, social and cultural development of pupils at the school.**

## Preventing Violent Extremism (PREVENT)

New guidance suggests that it is through SMSC that schools may be best placed to address the PREVENT Strategy. **Preventing violent extremism entails helping pupils and students to identify and deal with myths, stereotypes and extremism in all its many forms.** PREVENT aims to keep students/children safe through building resilience to radicalisation and grooming and suggests that, democratic processes and the rule of law offer an alternative to violence and terrorism. It encourages a common understanding of what it means to be British, an acceptance of difference and the need to identify commonality. Mainstreaming PREVENT, through the curriculum, exploring challenging issues and encouraging dialogue, reflection and the making of informed choices is an integral part of educating for a **safe, equitable and just society.**

# Key Note Presentations

## The Schools Linking Network and SMSC 3 - 18

**Meg Henry**

What is SMSC? Where in school do we cover SMSC? This session will look at the most recent definitions of SMSC and consider how the Linking Schools process might help fulfil the Ofsted expectation that schools through: *'thoughtful and wide-ranging promotion of pupils' SMSC development'* will successfully enable pupils to *'thrive in a supportive, highly cohesive learning community'*.  
(Ofsted (2015) Ofsted School Inspection Handbook HMSO)



## Exploring British Values through Citizenship

**Abraham Moss pupils and Lucy Tasker**

What are British values? This session will be led by students and will explore and consider *"The precious liberties enjoyed by the citizens of the United Kingdom"* in the context of the DfE and Ofsted's definition of British Values:

- Democracy
- The rule of law
- Individual liberty (freedom of speech)
- Mutual respect
- Tolerance of those of different faiths and beliefs

## SMSC across the Curriculum

**Diane Hadwen MMU**

This session will focus on the new guidance for SMSC and recent developments in mainstreaming PREVENT education, starting with the nature of diversity and what it means to be British. It will highlight possible curriculum content and strategies that facilitate *'thoughtful and wide ranging SMSC'*, that *'enable students to develop their self-knowledge, self-esteem and self-confidence'* and encourage *'respect for democracy and support for participation in the democratic process'*.

(DfE (2014) Promoting Fundamental British Values as part of SMSC HMSO)



## Anne Frank, a Story for Today

**Marian McQueen, Anne Frank Trust UK**

Seventy years after Anne Frank's death, her life and diary still resonate with people around the world and continue to move, inspire and provoke reflection. As well as outlining Anne's story, this session will look at how it can be linked appropriately to:

- SMSC and cross-curricular learning
- Holocaust education
- Values of tolerance, empathy and inclusion

# Key Note Speakers

## Meg Henry, SLN

Meg Henry is an experienced teacher who currently divides her time between an assistant head's role in a large multi-ethnic primary school in Bradford (currently judged to be outstanding) and as an advisor for the nationally and internationally recognised Schools Linking Network (SLN). As an SLN advisor her thinking is rooted in classroom practice, critically engaging with the latest policy and guidance in order to communicate relevant knowledge and understanding to colleagues. She has a particular interest in how SMSC can be delivered across primary and secondary schools. Noted for the development and delivery of outstanding CPD for local authority advisors, teachers, associate staff and senior school leaders across the UK, at the heart of Meg's work lies the development of all young people through peer interaction and thoughtful and wide-ranging promotion of SMSC. See [www.schoolslinkingnetwork.org.uk](http://www.schoolslinkingnetwork.org.uk)

## Lucy Tasker, Abraham Moss School

Lucy Tasker is Head of Citizenship and Community Development at Abraham Moss School in Cheetham Hill Manchester. An innovative teacher she does a great deal of work around pupil voice, power and pupil led learning. She is joined today by pupils from Abraham Moss, who will share practical approaches towards exploring aspects of British values through Citizenship and SMSC. See [www.abrahammoss.manchester.sch.uk](http://www.abrahammoss.manchester.sch.uk)

## Diane Hadwen, MMU

Diane Hadwen is currently a senior lecturer at MMU. She has experience of teaching in schools across phases, has been an education lead and head of the Peace Museum UK, and a programme manager in under - graduate and post - graduate teacher education. Diane has also worked as a section 5 Ofsted inspector and in LEA strategic management and consultancy. She specialises in curriculum design for religion, diversity, equality, SMSC and PREVENT. Recent research, projects and publications include Home Office funded initiatives that have been identified as examples of 'best practice'. See [www.choicesthenandnow.co.uk](http://www.choicesthenandnow.co.uk)

## Marian McQueen, The Anne Frank Trust UK

Marian joined the Anne Frank Trust in 2012 as Regional Manager for North West England. She has a background in teaching secondary History, eventually as Head of Department, in Lancashire, before moving to Blackpool in 2002 to join the local authority School Improvement Team. During her time in Blackpool LA she took on lead responsibility for developing, supporting and monitoring Learning and Teaching; the development of Humanities learning in History, Geography and RE at both primary and secondary level; and acted as the local authority lead officer to Blackpool SACRE. In 2009, Marian was awarded a Fellowship in Holocaust Education from the Imperial War Museum. See [www.annefrank.org.uk](http://www.annefrank.org.uk)

# Programme for the Day

Time	Group 1 MFH (350)	Group 2 Lecture Theatre 1 (120)	Group 3 Lecture Theatre 3 (200)	Group 4 Lecture Theatre 2 (120)
9:00 - 10:00	Schools Linking Network SMSC 3-18	Abraham Moss - exploring British values through citizenship	Choices Then and Now –PREVENT and SMSC across the curriculum	Anne Frank Trust UK - a story for today
10:30 -11:30	Abraham Moss - exploring British values through citizenship	Choices Then and Now –PREVENT and SMSC across the curriculum	Anne Frank Trust UK - a story for today	Schools Linking Network SMSC 3-18
12:00 - 1:00	Choices Then and Now –PREVENT and SMSC across the curriculum	Anne Frank Trust UK - a story for today	Schools Linking Network SMSC 3-18	Abraham Moss - exploring British values through citizenship
1:00 - 1:30	<b>LUNCH</b>			
1:30 - 2:30	Anne Frank Trust UK - a story for today	Schools Linking Network SMSC 3-18	Abraham Moss - exploring British values through citizenship	Choices Then and Now –PREVENT and SMSC across the curriculum
2:30 - 3:00	Task in groups of 12 (mix primary and secondary and pupils) Rooms: G89, 1.64, 2.02, 2.07, 2.16, 2.19, 2.28, 2.31, 2.51, 3.10, 3.78, 4.66 Or use pods/meeting rooms			
3:00 - 3:30	Feedback and Plenary	Feedback and Plenary	Feedback and Plenary	Feedback and Plenary
3:30 - 4:30	Secondary to meet with subject tutors Primary finished			

## Break Out Task for Students – 2.30 – 3.00 (and over lunch 1.00-1.30)

Divide into mixed group of no larger than 12 (8 secondary, 4 primary). Reflect on the morning sessions and decide how you might utilise one of the resources or strategies that you found interesting, to promote outstanding SMSC, exploring difference, equality and British values and educating for a safe, just and equitable society. Record your ideas in bullet points or in a mind map and be prepared to share with another group in the plenary session.



[www.mmu.ac.uk](http://www.mmu.ac.uk)  
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