



# The Cornwall Independent School

## British Values and SMSC in RE



### British Values

At The Cornwall Independent School, fostering mutual respect, understanding and a strong sense of community is central to school life. We recognise that modern Britain is made up of people from a wide range of backgrounds, cultures, beliefs and experiences, and we prepare our pupils to live and contribute positively within this diverse society. British Values support the development of respectful, responsible and tolerant citizens who appreciate the rights, freedoms and viewpoints of others. The Cornwall Independent School is committed to providing a safe and inclusive environment where all pupils feel valued and protected from intimidation, extremism, radicalisation, or any influence that seeks to undermine their wellbeing, personal development or the values of a democratic society.

In RE, students learn how and why people put their beliefs into practice in different ways, individually and in various communities. They also explore how beliefs guide people in making moral and religious / non-religious decisions, applying these ideas to situations in the world today. They can evaluate how far the beliefs and practices studied help them themselves and others to make sense of the world today and respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives.

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| <b>Democracy</b>       | <p>Pupils learn the significance of each person's ideas and experiences. By engaging in debates and discussions on life's fundamental questions, students learn to respect a range of perspectives and use their voice for the wellbeing of others.</p> <p><b>Examples:</b></p> <p>In year 7, pupils explore the beliefs of different faiths – Buddhism and Judaism and can appreciate the values of those faiths that may identify with some of them.</p> <p>In year 8, pupils explore the beliefs and practices of Muslim people in Britain today and the views of inspiration religious leaders past and present.</p> <p>In year 9, pupils explore the pros and cons of living in a multi-faith society such as Britain and the views of non-religious groups like Humanists.</p>                                                                                                                                                                                                                                           |
| <b>The Rule of Law</b> | <p>Students explore religious laws (e.g., the Ten Commandments) alongside secular laws. They learn how these guidelines protect individuals, foster moral responsibility, and maintain a safe, just society.</p> <p><b>Examples:</b></p> <p>In year 7, students learn about Buddha: how and why his experiences and teachings have meaning for people today and about the Noble Eightfold Path (Moral Conduct, Meditation and Wisdom). They also reflect on what laws Jewish believers live by and what they believe about these laws. (10 commandments and the 613 mitzvot)</p> <p>In year 8, students learn about how Muslims follow sources of wisdom and authority in today and the five pillars of Islam, Shahada, Salat, Sawm, Zakat, Hajj.</p> <p>In year 9, students reflect on where people attain happiness, explore what people mean by 'happiness' and consider where people get their moral values from. They learn about features of a humanist approach to life (Good, bad; right, wrong: how do I decide?)</p> |

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| <b>Individual Liberty</b>                                                      | <p>Lessons emphasize free will, personal choice, and conscience within various faith and non-faith traditions. Students are free to express their own worldviews while learning to accept personal responsibility for their choices.</p> <p><b>Examples:</b></p> <p>In year 7, pupils explore how young British Jewish say about their faith and the impact on their life.</p> <p>In year 8, pupils explore what young British Muslims in Britain today say about their faith and beliefs</p> <p>In year 9, pupils explore how Jewish artists recorded the Holocaust.</p>                                                                                                   |
| <b>Mutual Respect and Tolerance of those with different faiths and beliefs</b> | <p>Accepting and respecting people from all cultural and religious backgrounds.</p> <p>Students learn to understand the beliefs and practices of people of various faith and non-faith background.</p> <p><b>Examples</b></p> <p>In year 7, students learn about The Buddha: how and why his experiences and teachings have meaning for people today. They also what is good and what is challenging about being a Jewish teenager in Britain today.</p> <p>In year 8, students learn what is good and what is challenging about being a Muslim teenager in Britain today.</p> <p>In year 9, learn about what difference it makes to be non-religious in Britain today.</p> |

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

At The Cornwall Independent School, Spiritual, Moral, Social and Cultural (SMSC) education is at the heart of our values and ethos. We believe in nurturing the whole child and encouraging every pupil to develop respect for themselves, others and the world around them. Through our commitment to kindness, empathy, integrity and responsibility, we foster a supportive and inclusive community where everyone feels valued and empowered to thrive.

We encourage pupils to embrace diversity, demonstrate tolerance, build resilience and reflect on their experiences and actions. By promoting these qualities, we help our young people become confident, compassionate and active citizens who are well prepared for life in modern Britain and able to make positive progress in every aspect of their learning and personal development.

Spiritual, Moral, Social and Cultural (SMSC) development is a key aspect of Religious Education (RE), helping pupils to grow as thoughtful, responsible, and respectful individuals. Through the study of religions, beliefs, values, and ethical issues, RE encourages learners to reflect on their own beliefs and experiences (spiritual development), understand right and wrong (moral development), build positive relationships and contribute to society (social development), and appreciate the diversity of cultures and traditions within their community and the wider world (cultural development). As a result, Religious Education plays an important role in preparing young people for life in a diverse and interconnected society.

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| <b>Spiritual</b> | Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing | Spiritual development in Religious Education encourages pupils to reflect on their own beliefs, values, and experiences while considering life's deeper questions about meaning, purpose, and existence. Through the study of different religions and worldviews, learners are given opportunities to explore ideas about faith, identity, suffering, hope, and the nature of humanity. RE provides a safe environment for personal reflection, helping pupils develop self-awareness, curiosity, wonder, and respect for the beliefs of others. |
| <b>Moral</b>     | Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.          | Moral development focuses on helping pupils understand the difference between right and wrong and the importance of making ethical decisions. Religious Education explores moral teachings from various religious traditions and encourages discussion of contemporary ethical issues such as justice, equality, poverty, environmental responsibility, and human rights. Pupils learn to evaluate different viewpoints, justify their opinions, and develop a sense of responsibility for their actions and their impact on others.             |

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| <b>Social</b>   | Students' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. | Social development is fostered through opportunities for discussion, collaboration, and engagement with diverse perspectives. In RE, pupils learn how religious beliefs influence communities and societies, and they develop skills such as empathy, cooperation, communication, and respect. By exploring issues of belonging, community, and citizenship, learners gain an understanding of how individuals contribute positively to society and how people from different backgrounds can live and work together harmoniously. |
| <b>Cultural</b> | Students' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.                                                          | Cultural development in Religious Education helps pupils appreciate and respect the rich diversity of cultures, traditions, and beliefs within Britain and the wider world. Through studying different faiths, festivals, customs, places of worship, and forms of religious expression, students gain insight into the ways religion has shaped societies, art, literature, music, and heritage. This promotes tolerance, challenges prejudice, and prepares pupils to thrive in a multicultural and interconnected society.      |

In conclusion, both FBV (Fundamental British Values) and SMSC (Spiritual, Moral, Social and Cultural development) play an important role in Religious Education. RE helps pupils understand and respect different beliefs, cultures, and ways of life, promoting values such as democracy, individual liberty, mutual respect, and tolerance. Through the study of religions and worldviews, students develop their spiritual awareness, moral reasoning, social skills, and cultural understanding.

Together, FBV and SMSC encourage pupils to become responsible, respectful, and active members of society. RE provides a valuable opportunity for learners to reflect on their own beliefs while appreciating the diversity of others, helping them prepare for life in modern Britain and a multicultural world.