

Promoting British Values as part of SMSC



All schools are required to promote children’s social, moral, cultural, mental and physical development. As part of our school ethos and through the broader curriculum we aim to support all children in developing spiritually, morally, socially, and culturally (SMSC). Through ensuring pupils’ SMSC development, we are also able to demonstrate that we are actively promoting the fundamental British values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and tolerance of those with different faiths and beliefs.

“All children are encouraged to regard people of all faiths, races and cultures with respect and tolerance.”

“Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”

Source: Promoting Fundamental British values as part of SMSC in schools (DfE, 2014)

Through their provision of SMSC, schools should:	Actions that we have taken as a school.
Enable students to develop their self-knowledge, self-esteem and self-confidence.	<ol style="list-style-type: none"> 1. Class assemblies are presented weekly, linked to a range of themes. Themes include: <ul style="list-style-type: none"> • Religious festivals and celebrations. • Traditions linked to different cultures around the world. • Historical events that children have learnt about in lessons. For example, <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age (Year 6 class assembly), ▪ the Roman empire and its impact on Britain (Year 3 class assembly). • Literature that has been studied in class. For example, <ul style="list-style-type: none"> ▪ performance of Beowulf, the longest epic poem in Old English, ▪ children’s presentations on key poets such as Michael Rosen. 2. Weekly assemblies led by Head Teacher, addressing a range of issues linked to self-knowledge, self-esteem and self-confidence. Themes include: <ul style="list-style-type: none"> • How helping others can be invaluable. • Taking steps forward into the unknown. • The importance in being part of a group. • The importance of setting goals for ourselves and striving to be the best we can be.

	<ol style="list-style-type: none"> 3. Annual talent show – Grange Factor. 4. Delivery of a broad RE curriculum. Units covered across both key stages that support this include: <ul style="list-style-type: none"> • Myself (EYFS). • Precious things (EYFS). • Special days (KS1). • Special places (KS1). • The importance of water (KS1). • Rules for living (KS2). • History of belief in the UK (KS2). • How belief effects living: moral decisions (KS2). 5. Delivery of a broad PSHE curriculum. Units covered across both key stages that support this include: <ul style="list-style-type: none"> • Me, my family and friends (EYFS). • Dare to be different; feeling proud and special (KS1). • We’re all stars; gifts and talents (KS2). • Say no; gangs and peer pressure (KS2). 6. KS2 Christmas performance held at St Mary’s Church. 7. EYFS and KS1 Christmas performances. 8. Celebrating achievements through reading award cards, Grange award points and certificates, team points and team celebrations. 9. Social skills groups for children identified as requiring additional support across all key stages. PALS social skills groups in KS1. 10. Collective reflection time during assemblies.
<p>Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>	<ol style="list-style-type: none"> 1. We are a UNICEF rights respecting school. 2. Personalised class charters in each classroom that staff and children refer to regularly. 3. Nurture groups. 4. Social skills groups. 5. PSHE units delivered that support this include: <ul style="list-style-type: none"> • Developing responsibility and caring for animals (KS1). • Joining in and joining up – rules and laws (KS2). • Say No: Medicines & household substances. (KS1). • Dear diary: Making wise choices & supporting each other (KS2). • Say no: gangs and peer pressure (KS2).

<p>Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<ol style="list-style-type: none"> 1. This is promoted through the school behaviour policy and class charters surrounding rights respecting school values. 2. Participating in charity fundraising events that affect our local and wider community such as Children in Need, Sports Relief, Comic Relief, Save the Children Christmas Jumpers and collecting food for local food bank during Harvest Festival. 3. Collective reflection during assemblies. 4. Nurture groups and social skills groups. 5. PSHE units delivered that support this include: <ul style="list-style-type: none"> • It's Our World: Our school community (KS1). • Joining in & joining up: Local & school council (KS2). • Joining in & joining up: Rules and laws (KS2). • It's Our World: Climate change (KS2).
<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p>	<ol style="list-style-type: none"> 1. School council links with outside agencies. 2. Annual trips to local and national museums. 3. Assemblies delivered by local Vicar, Stephen Painter. Themes include: <ul style="list-style-type: none"> • The meaning and importance of advent. • The meaning of Christmas. • Easter.
<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p>	<ol style="list-style-type: none"> 1. Language of the half term assemblies celebrating global languages and cultures. 2. International Food Week & Food Around the World sales. 3. Curriculum themed weeks e.g. Why people move, Famous Britons. 4. Comparing cultures during wider curriculum topics. 5. Researching our local history. 6. School Christmas Fair. 7. Christmas performances in local church. 8. Shows for children e.g. Pantomimes and other performers linked to the curriculum. 9. Representing languages spoken on displays throughout school.

	<p>10. Displays in classrooms celebrating where children/staff are from ('Around the World').</p> <p>11. Collective reflection during assemblies.</p> <p>12. Nurture groups and Social Skills.</p> <p>13. MFL (Spanish) taught as part of the broader curriculum.</p> <p>14. Delivery of a broad RE curriculum. Units covered across both key stages that support this include:</p> <ul style="list-style-type: none"> • Learning about festivals celebrated by a range of faiths and cultures (EYFS and KS1). • Festivals and stories from a range of faiths (EYFS). • Special days, places and food (KS1). • Living together (KS1). • Topics specifically focusing on each of the following faiths are taught during KS2 – Christianity, Islam, Sikhism, Judaism and Hinduism. • Religious buildings (KS2). • History of belief in the UK (KS2).
<p>Encourage respect for other people.</p>	<p>1. Through the teaching of RE and PSHE in all year groups. Topics covered in RE that support this include:</p> <ul style="list-style-type: none"> • Learning about festivals celebrated by a range of faiths and cultures (EYFS and KS1). • Festivals and stories from a range of faiths (EYFS). • Special days, places and food (KS1). • Living together (KS1). • Topics specifically focusing on each of the following faiths are taught during KS2 – Christianity, Islam, Sikhism, Judaism and Hinduism. • Religious buildings (KS2). • History of belief in the UK (KS2). <p>2. Anti-bullying assemblies.</p> <p>3. E-safety Week.</p> <p>4. Promoting good manners e.g. please/thank you, holding the door, not talking with our mouths full, saying kind words, helping others.</p> <p>5. Social Stories groups in EYFS and Year 1.</p> <p>6. Nurture groups and social skills groups.</p> <p>7. Respect for others encouraged whilst outside of school on trips.</p> <p>8. MFL (Spanish) taught throughout the school.</p>

	9. Language of the half term assemblies and displays.
Encourage 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.	<ol style="list-style-type: none"> 1. Elections held for school council representatives. 2. Visits from local police officers. 3. School Council boxes for children to raise ideas. 4. Children participating in sharing sessions during PSHE. 5. Debates linked to learning in English e.g. persuasion. 6. Delivery of a broad PSHE curriculum. Units covered across both key stages that support this include: <ul style="list-style-type: none"> • Joining in & joining up: local & school council (KS2). • Joining in & joining up: rules and laws.

Note: This is by no means a comprehensive list, rather examples of actions we have taken as a school to develop children's spiritual, moral, social and cultural self whilst incorporating the fundamental British values. School Actions listed above may develop more than one part of SMSC as well as a range of British values.