



## SMSC AND British Values Policy

**DATE OF POLICY:** September 2018

**REVIEW DATE:** September 2019

At Leigh St Peter's CE Primary School we promote the development of children's SMSC (spiritual, moral, social and cultural) and therefore actively promoting fundamental British Values.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils learn to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, supports the rule of English civil and criminal law and we do not teach anything that undermines it.

### **Spiritual:**

- Gain an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Develop use of imagination and creativity in their learning.
- Have a willingness to reflect on their experiences.

### **Moral:**

- Develop an ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Gain an understanding of the consequences of their behaviour and actions.
- Grow an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **Social:**

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Cultural:**

- Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The following describes how we actively promote fundamental British values.

## **How do we achieve this at Leigh St Peters Primary School?**

### **Democracy – what do we do?**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process eg School Council elections
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold 'mock elections' so pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

### **Rule of law – what do we do?**

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

### **Individual liberty – what do we do?**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda

### **Respect and tolerance – what do we do?**

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behavior
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers.

## **Fundamental British Values in the EYFS**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS. Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism." (The prevent duty)

### **Democracy: what do we do?**

We encourage children to see their role in the bigger picture, encouraging them to know their views count, value each others' views and values and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example children sharing views on what the theme for the role play area could be with a show of hands or everyone taking turns to be the day's helpers with a friend. We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. We give children opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of law: what do we do?**

We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. We collaborate with the children to create the rules and the codes of behaviour, for example how to help keep ourselves and our friends safe and how we expect everyone to look after our things. We ensure that the children understand that the rules and expectations apply to everyone.

### **Individual liberty: freedom for all: - what do we do?**

Our children develop a positive sense of themselves. We provide opportunities for our children to develop their self-knowledge, self-esteem and increase their confidence in their abilities for example by developing a 'can-do' attitude, resilience, self-regulation and to be intrinsically motivated in their learning. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

### **Mutual respect and tolerance: treat others as you want to be treated - what do we do?**

We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children engage with the wider community. Our children acquire a tolerance and appreciation of and respect for their own and other cultures; knowing about similarities and differences between themselves and others and among families, faiths, cultures and communities and traditions and share and discuss practices, celebrations and experiences. We encourage and explain the importance of different behaviours such as sharing and respecting others' opinions. We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences. We strive to provide resources and activities that challenge gender, racial and cultural stereotyping.