



SMSC: Promoting British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

(‘Promoting fundamental British values as part of SMSC in schools’, DfE, Nov 2014)

Value	How we promote it
<p>Democracy</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • We have an elected School Council and all children also vote to elect representatives for Eco-Committee, Charity Committee and Science Ambassadors. This is used as an opportunity to promote and teach about democracy and the electoral process. • House Captains and Executive Committee go through a formal application process and Y6 are interviewed by members of SLT. • We encourage volunteerism in and out of school. This includes Eco-Committee, Charity Committee, Digital Leaders, Sports Ambassadors, ‘Play Leaders’ and also raising money for local and national charities as part national awareness days. • The beginnings of democracy are taught through historical research of the Ancient Greek civilisation. • Democracy is also promoted through additional PSHE lessons and assemblies. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others (Taking Care Project). • Our PSHE scheme of work (Jigsaw) promotes all four British values across the six puzzles (units) – see separate document for coverage. • Our School Council worked together to devise our ‘Four Golden Rules’ to ensure our school is a happy, respectful, constructive and safe place in which to learn. They are currently involved in consulting the school community to develop these further, moving towards our own school values. • Classes hold Class Council meetings regularly (with different children leading the meetings each time) to discuss/debate key issues. Where relevant, these are then fed back and discussed in School Council meetings.
<p>The Rule of Law</p> <p><i>“...a principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards.”</i></p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and ‘Four Golden Rules’. • There are rewards for exhibiting positive behaviour (house points, class star jars, ‘Golden Rule’ stickers), and consistent demonstration of our values is recognised through such things as ‘Golden Rule Award’ certificates, Achievement Awards and ‘Star in the Jar’ treats. • Sanctions for unacceptable behaviour are clearly laid-out in our Behaviour Policy and followed consistently. • If behaviour is consistently poor, or a serious incident occurs, children are required to fill in a ‘Reflection Card’ which is sent home to parents. • Through our school assemblies, class council sessions and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it’s difficult.

<p>from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • All of our Jigsaw PSHE sessions start by recapping our 'Charter' for the sessions in order to create a safe and comfortable environment for all our pupils to listen, learn and share. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others (Taking Care Project). • We ensure our children understand that it is important to question the rule of law if people's human rights are being affected (e.g. WWII).
<p>Individual Liberty</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school values and PSHE curriculum, children are taught about personal responsibility, choices, ambition and aspiration ('Dreams and Goals' and 'Being Me In My World' puzzles). • They are encouraged to take opportunities to follow their interests in art, music, sport etc, and there are many extra-curricular clubs on offer to encourage this. • Children are taught how to keep themselves safe, including online, through assemblies, PSHE lessons (including the Taking Care Project) and whole-school theme days (e.g. Internet Safety Day and Children's Mental Health Week). • As part of our curriculum, the children are given many opportunities to respond to global issues, both moral and ethical. Teachers try hard to link this to learning themes and current affairs. • Children have the opportunity to take action towards things they feel strongly about (eg. fundraising events organised by Charity Committee and Eco Committee or funds raised by Year 6 'Grow A Pound'). • Children are encouraged to share their personal opinion about various topics, especially in PSHE, RE and Class Council.
<p>Mutual Respect</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and 'Four Golden Rules'. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school's values, PSHE curriculum and class council sessions, children are taught to respect each other, to be cooperative and collaborative, to be supportive and to look for similarities, while being understanding of differences. • 'Relationships' and 'Celebrating Difference' Jigsaw puzzles both encourage respect and tolerance of others and celebrate diversity. • Mark key awareness days/months such as 'Black History Month' and 'Anti-Bullying Week'.
<p>Tolerance of different faiths and beliefs</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Tolerance of different faiths and beliefs is promoted through our Religious Education curriculum. Children learn about different religions, their beliefs, places of worship and festivals. • This is supplemented by assemblies which also mark and celebrate significant religious festivals from different world religions.

<p>from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Some learning themes are specifically focused on learning about particular parts of the world and how they are similar and different to the UK. • Children learn strategies for collaboration, problem solving and debating in PSHE which they use to help them problem solve and build relationships with each other. • 'Relationships' and 'Celebrating Difference' Jigsaw puzzles both encourage respect and tolerance of others and celebrate diversity. Use of art stimuli from different cultures. • Children learn about the work of authors, scientists, architects, musicians and artists from a diverse range of backgrounds. • Books in our school library areas celebrate BAME lives and explore BAME history both in the UK and around the globe. Some also support conversations about racism in a child-friendly way. Others feature BAME characters to ensure that our books celebrate diversity and that all children can see themselves represented in the books we read. • During Inter-Faith Week, children have the opportunity to share their own beliefs and information about their faith with their peers.
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UN CRC = UNICEF - Convention on the Rights of the Child