



## Promoting British values as part of SMSC in schools

This document is designed to illustrate the way in which the school promotes British values through its SMSC provision. The school uses the 'Cornerstones' curriculum as the basis of its classroom provision. An audit of the current curriculum for each year group is shown in the matrix overleaf where provision that combines the two strands below. These are taken from DfE guidance (November 2014) which states those values which must be promoted by maintained schools. The content highlights key aspects of the school's work around these themes.

### **Through their provision of SMSC, schools should:**

1. Enable students to develop their self-knowledge, self-esteem and self-confidence;
2. Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
3. 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;
4. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
5. Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
6. Encourage respect for other people;
7. 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.



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**The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:**

1. An understanding of how citizens can influence decision-making through the democratic process;
2. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
3. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
4. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
5. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
6. An understanding of the importance of identifying and combatting discrimination.

**The school's SMSC provision also includes the following:**

- Daily collective worship: this focuses on the school's core values of commitment; community; choice; creativity; compassion and contemplation. These values also underpin the school's RE curriculum.





- Peer Mediators: the school has a group of pupils ('The Sunshine Crew') who are trained in solving problems through low-level peer mediation strategies, these include respect and tolerance of others.
- School Council: this is a thriving part of the school community and is engaged in decision-making with members of staff across many aspects of school life. All children have the opportunity to participate in the election of candidates and see democracy in practice.
- Themed weeks such as 'Friendship' week. The concept of friendship across age groups is enhanced further through the use of the 'Partners' approach.
- Visiting speakers in school who are able to offer new perspectives on the school's values. We are currently building links with a range of faiths at present to enhance this area of our provision.
- A positive behaviour policy which has rules and the importance of these at the centre. This also includes a House system which encourages collaboration and teamwork within the school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	-Me, Myself and I Topic – Where am I from? -Comparing self to others. -Bible Stories	-Friendship week -‘People who help us topic’- Police visitor -Celebrations around the world topic – e.g. Diwali, Chinese New Year, Christmas	-Anti Bullying week - Understands that own actions affect other people.	Living Eggs - Respect and Trust	<b>Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations	<b>Making Relationship</b> ELG: Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<ul style="list-style-type: none"> <li>-Recognising right from wrong</li> <li>-How rules help and protect us</li> <li>-Responsibility towards others</li> <li>-Making a wider contribution</li> <li>-The impact of actions on others</li> <li>-Meeting and talking with outside visitors</li> <li>-Social and moral dilemmas</li> <li>-Explaining views</li> </ul>		<ul style="list-style-type: none"> <li>-Differences and similarities</li> <li>-Meeting and talking with outside visitors</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting and talking with outside visitors</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting and talking with outside visitors</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting and talking with outside visitors</li> </ul>
2	<ul style="list-style-type: none"> <li>-Meeting and talking with outside visitors</li> </ul>	<ul style="list-style-type: none"> <li>-Responsibility towards others</li> <li>-Making a wider contribution</li> <li>-Meeting and talking with outside visitors</li> <li>-Belonging to groups and communities</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising right from wrong</li> <li>-Social and moral dilemmas</li> <li>-Responsibility towards others</li> </ul>	<ul style="list-style-type: none"> <li>-Responsibility towards others</li> </ul>	<ul style="list-style-type: none"> <li>-Making a wider contribution</li> <li>-Responsibility towards others</li> </ul>	<ul style="list-style-type: none"> <li>-Responsibility towards others</li> <li>-Meeting and talking with outside visitors</li> <li>-Responsibility towards others</li> </ul>
3	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Making decisions and explaining choices</li> </ul>	<ul style="list-style-type: none"> <li>-Explain views that affect themselves and society</li> <li>-Understanding other people's experiences</li> </ul>		<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Factors that identify similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Research and debate topical issues, problems and events</li> </ul>	
4	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Recognise that individual actions affect others.</li> </ul>		<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Seeking help and support when needed</li> </ul>	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Factors that identify similarity and difference</li> <li>-Making responsible choices</li> </ul>	<ul style="list-style-type: none"> <li>-Factors that identify similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-How laws are made and enforced and why rules are needed.</li> <li>-Explain views that affect themselves and society</li> </ul>
5	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> </ul>	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> </ul>	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>Challenging stereotypes</li> <li>-Understanding other people's experiences</li> <li>-Meet and talk with people who contribute to wider society</li> </ul>	<ul style="list-style-type: none"> <li>-Taking responsibility for others</li> <li>-Meet and talk with people who contribute to wider society</li> </ul>		<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Understanding other people's experiences</li> </ul>
6	<ul style="list-style-type: none"> <li>-Knowledge of democracy</li> <li>-Places with different values and customs</li> <li>-Understanding other people's experiences</li> </ul>	<ul style="list-style-type: none"> <li>-Places with different values and customs</li> <li>-Explain views that affect themselves and society</li> <li>-Understanding other people's experiences</li> </ul>	<ul style="list-style-type: none"> <li>-Impact of racism and anti-social behaviour</li> <li>-Rights and responsibilities</li> <li>-Recognise role of community groups</li> <li>-Challenging stereotypes</li> <li>-Factors that identify similarity and difference</li> <li>-Research and debate topical issues, problems and events</li> </ul>		<ul style="list-style-type: none"> <li>-Places with different values and customs</li> </ul>	

