



British Values & SMSC Policy

'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school environment places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (Vision Statement March 2019).

Approval Date	Policy Reviewer	Title	Chair of Governors
21.10.19	Julie Prentice	Executive Headteacher	Jane McCarthy-Penman

Frequency of Policy Review	Annually
Model Policy	School Based
Added to Website & Staff Drive	Term 1 2019

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

POLICY STATEMENT

“Parents, teachers, government, inspectors and children all agree that school is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in RE and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.” (SMSC Online, 2014)

At Langney Primary Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We are committed to working closely and in harmony with our community and celebrating the diversity of the UK. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others. British Values are reflected in our ethos and are integral to our Rainbow Rules, Behaviour Policy and core school values, which are adhered to by both staff and pupils.

This policy is closely linked to our Health and Wellbeing Policy that supports child mental health through SMSC development.

We take opportunities to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain’s past;
- join in with international sporting events and find out more about the countries that host them;
- support a number of charities that are selected by the children and arrange fundraising events;
- invite members of the local community to our school events.

SMSC DEFINITIONS:

We use the Ofsted 2018 definitions from the September 2018 Inspection Handbook to help us define SMSC (Spiritual, Moral, Social and Cultural) development.

Pupils’ spiritual development is shown by their:

- 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;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Pupils’ moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others;
- 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;
- 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, musical, 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.

British Values definitions:

As a collective, the children have learned about each British Value and have developed child-friendly definitions which are:

DEMOCRACY – Using your vote so your voice can be heard.

THE RULE OF LAW – The law applies to everyone. It is equal and it is fair.

MUTUAL RESPECT – Treating others how you would want to be treated. Even if they have been unkind to you.

TOLERANCE – Making a space for other people's opinions (even if they seem different, odd, wrong or interesting).

INDIVIDUAL LIBERTY – As long as we do not break the law, we have rights and freedoms.

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

Embedding British Values and SMSC at Langney Primary School:

At Langney Primary Academy, there is a daily 30 minute whole-school assembly. There is a theme for each day's assembly and SMSC concepts are integral throughout.

Mondays – Health and Wellbeing; (Equality and Awareness)
Tuesdays – Music Appreciation
Wednesdays – Values (British Values / School Values)
Thursdays – Spiritual and Cultural (focus on religious festivals throughout the year)
Fridays - Celebration Assembly

Displays around the school reflect the British Values, school values, school rules and links with the wider community. Diversity is celebrated through school displays which highlight the different languages that are spoken at Langney and the different religious beliefs of our school community.

From Reception to Year 6 we use the Jigsaw PSHE Scheme of Work. This scheme of work is broken down into 6 topics or 'puzzles' which are: Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. There are six lessons for each topic and every lesson contributes to at least one aspect of children's SMSC development. This is mapped on each lesson and balanced across each year group.

From Reception to Year 6 we use the Discovery RE scheme of work, which is a set of detailed medium-term plans. It adopts an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered.

Democracy - Making Links with Moral, Social and Cultural Development

Many of our school routines are built upon the concept of democracy. All children have the opportunity as an individual, as a member of a group and a member of a class, to influence decision making and to have a voice. They understand that they must use this voice responsibly.

Whole school approach:

- Children are regularly consulted both formally and informally about how their school might be improved.
- Everybody has an opportunity to voice their opinions and contribute towards class and school rules. We make joint decisions about what rules are relevant to us and why we need them.
- We have a School Council who meet regularly. A democratic voting system is used to elect the members from each class.
- Children within the school have key roles and responsibilities including in the School Council and through a monitor system in each year group. Classes vote for the people they would like to take on these responsibilities and we discuss the importance of this.
- The School Council applies the democratic process and information is fed to and from the council throughout the year.
- During national and local elections we hold our own mock elections and discuss what it means to represent a political party and how a voting system works.
- Children work towards whole class targets; when they have achieved their target the voting process is used to decide on a reward.

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

- Pupil voice is used as part of our subject leader monitoring and lesson observations. The school is also focused on increasing the use of surveys and questionnaires to hear teacher, parent and children's points of view.
- They see the example that is set with staff working cooperatively with parents, governors and each other to make the school the best it can be.

Class approach:

- Class rules are agreed upon as a class through a democratic process at the beginning of the year.
- Throughout all learning children are encouraged to share their views in a supportive environment.
- Within class children are given the opportunity to nominate and vote for children to receive rewards.
- Wherever there is an opportunity in the curriculum we enjoy discussing and debating ideas as well as learning about the history of democracy in our society. Children enjoy voting and understand this as a fair way of making decision (e.g. exploring environmental responsibility and provide opportunity for everybody to voice their opinions).
- How to work as a member of a team as well as team leadership are included in the curriculum for each year group.
- We follow the 'Jigsaw' PSHE Scheme of Work:
- Links to SMSC – Social skills – cooperate, resolve conflict, engage with the 'British values' of democracy and the rule of law.

The Rule of Law - Making Links With Moral Development

Children in our school understand the need for rules to make ours a happy and secure environment. Our Behaviour Policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.

Whole school approach:

- Statutory and non-statutory policies are embedded across the school (e.g. Safeguarding, E-Safety, Health and Safety, Food Hygiene).
- Teachers' Standards and employee contracts are adhered.
- Our Rainbow Rules, core values, Behaviour and Anti-Bullying policies are a way of consistently reinforcing the rule of law.
- Children often reflect on the need to have rules and that breaking the rules has a consequence for themselves and others. Throughout the stages of the Behaviour Policy children have many opportunities to make the right choice and take responsibility for their actions.
- There are many opportunities around the school to create and follow rules: playground games, computer acceptable use agreement, and sports clubs.
- Our school works closely with our community police officer.
- Community links and visits from authorities such as Police and Fire service help to raise awareness of rules beyond the school environment.
- We have visits from the local mayor, councillors and Eastbourne's Member of Parliament who explains how the town council operates. The School Council visit the town hall and meet councillors.
- Rules and expectations are clearly explained to children when going out in the community.

Class approach:

- In different subjects we have specific ground rules for safety and comfort. Children are helped to understand the reasons for these.
- When establishing the code of conduct in each classroom we discuss the need for rules and look at the code in the context of the school rules and the country's laws.

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

- There are many opportunities to create and follow rules in the classroom: class rules, board games, PE lessons, cooking lessons, tidying up time routines.
- Our Rainbow Rules and class reward systems reinforce the importance of rules to create a positive and safe learning environment.
- Issues to do with the rules we apply in school and how they appear in practice are discussed in circle time.
- We follow the 'Jigsaw' PSHE scheme: Links to SMSC – Moral development – recognising right and wrong and respecting the law.

Mutual Respect - Making Links with Spiritual, Moral, Social and Cultural Development

We promote positive, polite and caring behaviour around the school. Children respect themselves, other people and their surroundings.

Whole school approach:

- Every individual is respected in our school and our actions towards one another reflect this.
- Respect is one of our school values. We recognise the importance of not only respecting one another but self-respect too.
- Forgiveness is one of our core school values and there is placed emphasis in PSHE on explicit teaching of emotional intelligences.
- Our Rainbow Rules, core values and positive school ethos encourage respect towards the rights of others and ourselves.
- All adults in the school model mutual respect by treating children with dignity and building positive relationships.
- Our welcome for visitors is part of the school ethos as is the focus on each child as an 'ambassador' when they are out in the community.
- We enjoy making links within the wider school community: all visitors are treated with respect. On trips and visits we are respectful towards environment, people we don't know, others in our group and ourselves.
- We have high expectations of behaviour around the school which creates a respectful environment.
- We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.
- We have a buddies system and children use the friendship benches when they are looking for someone to talk to or play with.
- Our extra-curricular clubs and enrichment activities focus on building self-esteem and self-respect. They also include team-building activities.
- The staff code of conduct ensures that staff behave towards each other in an exemplary way, setting a good example for the children.
- The language used between staff and children at all times is considered to be vital in showing how we respect one another.

Class approach:

- Our class rules encourage respect for each other and our learning environment.
- We have high expectations of learning behaviours which promotes respect for each other.
- The use of 'talk partners' and group work allows children work together in harmony with others regardless of differences in attainment or gender.
- Opportunities such as 'show and tell' allow children to share and celebrate each other's achievements and experiences.
- Our PSHE curriculum includes topics on 'friendship' and what it means to be a good friend. We talk about relationships and our place within the family, the community and society.

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

- We follow the 'Jigsaw' PSHE scheme: Links to SMSC – Social development – appreciate diverse viewpoints, respect others.

Tolerance - Making Links with Spiritual, Moral, Social and Cultural Development

We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.

Whole school approach:

- The school adheres to statutory frameworks such as its Single Equality Policy, Equality Objectives, SEN Policy and Accessibility Policy.
- Our behaviour and anti-bullying policies make it explicit to children that inappropriate behaviour or treatment of others due to differences is not acceptable.
- Every class celebrates diversity through recognising the languages spoken in each class on classroom doors.
- Our EAL (English as Additional Language) children are supported through a rich and diverse curriculum and are encouraged to share their knowledge to enhance learning.
- Key dates of festivals and significant cultural events are shared in weekly assemblies and whole school activities and events.
- Our RE curriculum allows opportunities to learn and be respectful of the cultural and religious viewpoints of others.
- We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.
- We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.

Class approach:

- Within class teachers will always challenge inappropriate behaviour towards others that may focus on race, religion or gender differences.
- Through our RE curriculum children learn about different faith, cultures, traditions, beliefs, families, ways of life, festivals and special days.
- Our RE curriculum follows the Agreed Syllabus for East Sussex and teaches about a range of faiths, religions and cultures.
- We invite representatives from different religions into our school and visit places of worship, respecting the rules that apply to them and the beliefs of those who use them.
- Children are familiar with the principles which different religions hold and explore the main world religions as outlined in the Agreed Syllabus.
- We follow the 'Jigsaw' PSHE scheme: Links to SMSC- spiritual and cultural – explore and experience beliefs and faiths.

Individual Liberty - Making Links with Moral, Social and Cultural Development

The rights of every child are at the centre of our ethos. However, children also recognise the boundaries there must be too. Independent thinking and learning are encouraged and there are frequent opportunities for children to make their own choices. We place an emphasis on respecting difference and valuing creativity.

Whole school approach:

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

- Through an extensive range of after school provision children are given the opportunity to follow and develop their own interests and can try many different activities.
- Creative home learning tasks are given termly with several choices of how they respond.
- We provide a range of lunchtime activities for children to participate in.
- Each year group studies the individual biography of someone who has had a particular impact on the history of Britain and who the children can empathise with. We try to select from a range of cultures and include those who came as immigrants to the country.
- UNICEF's Rights of the Child are shared and discussed in Key Stage 2 assemblies.

Class approach:

- Children know that their opinions and ideas will be valued.
- Lesson planning allows for children to respond in a learning style that suits them, this helps to develop confidence and independence to think for themselves.
- Children are given opportunities to take on challenges and make individual choices. (e.g. Children able to choose to become an expert in Stone Age, Bronze Age or Iron Age and teach others)
- Through the curriculum children can consider the choices and freedom we have in Britain and compare with other societies and cultures e.g. Countries where children have to pay to go to school.
- We follow the 'Jigsaw' PSHE scheme:
- Links to SMSC – Spiritual development – enjoying learning about themselves, others and the surrounding world, using imagination and creativity.

MONITORING AND REVIEW

Evidence of British Values and SMSC is monitored regularly through book and planning scrutiny as well as pupil voice. Opportunities to promote British Values are evidenced on lesson plans. All evidence of British Values teaching is uploaded onto our online SMSC Gridmaker Tool which can be accessed by any teaching member of staff for viewing. As well as evidencing British Values, staff also record evidence of SMSC and PSHE under the following categories:

- After school clubs
- Assemblies
- Class projects
- Competitions
- Homework projects
- Lessons
- Parent association
- Parent training
- Plays and performances
- Sports events
- Staff training/ CPD
- Theme days/ weeks
- Trips and excursions

All teachers are aware of the following non-negotiables and it is the responsibility of the SMSC and British Values subject leaders and senior leaders to review, monitor and support colleagues with embedding SMSC and British Values through their teaching and other activities.

LANGNEY PRIMARY ACADEMY - BRITISH VALUES & SMSC POLICY

NON-NEGOTIABLES

- Know what the British Values and school values are.
- Maximise opportunities to incorporate British Values and SMSC in learning.
- Use explicit terminology so that it becomes familiar to children.
- Know which British Values and SMSC strands are the focus of assemblies and re-inforce them in class.
- Explore each value through class discussion in an age-appropriate manner.
- Track British Values and SMSC using Gridmaker termly. Include all examples e.g.clubs, home learning, stunning starts/ fab finishes.
- Identify British Values opportunities on SMART Notebook planning.

IMPLEMENTATION OF THIS POLICY

The implementation of this policy and the planning and teaching of SMSC and British Values is the responsibility of all staff. The SMSC, British Values and PSHE leaders will liaise with and report to the appropriate link governor.

Active Body, Healthy Mind