

LANGTOFT PRIMARY SCHOOL

Policy for Promoting Fundamental British Values through Spiritual, Moral, Social and Cultural Provision

1. Introduction

- 1.1 Staff and Governors at Langtoft Primary School understand the responsibility they have to promote the spiritual, moral, social and cultural (SMSC) development of pupils and of society as set out in Section 78 of the Education Act 2002. This extends to promoting mental and physical well-being. Through ensuring pupils' SMSC development, the school demonstrates its active promotion of fundamental British values.
- 1.2 This policy sets out how Langtoft Primary School meets requirements and actively promotes British values as part of its wider SMSC curriculum. It is based on the document [Promoting fundamental British values as part of SMSC in schools.](#)

2. Definitions

- 2.1 Fundamental British values are known to be;
 - i. democracy,
 - ii. the rule of law,
 - iii. individual liberty,
 - iv. mutual respect,
 - v. tolerance of those with different faiths and beliefs
 - vi.

3. Aims and Values

- 3.1 Langtoft Primary School has the following statement as part of one of its Aims and Values: *We nurture positive moral, social, cultural and spiritual values within an environment of equality, courtesy and mutual care and respect.*

4. Everyday Practices

- 4.1 Daily assembly/collective worship and the general management of teaching and learning promote the school's *Aims and Values* and its '5Cs' of **C**onscientious, **C**aring, **C**onsiderate, **C**ooperative and **C**ourteous. The 5Cs are central to the school's strong ethos of mutual care and respect.
- 4.2 Effective relationships throughout the school promote courtesy, teamwork, respect and cooperation.
- 4.3 Wide-ranging experiences outside of the classroom promote the need for pupils to assess and manage risk and increase independence, explore significant historical and cultural places and events and value the rule of law.

- 4.4 The Local Authority's Religious Education Syllabus delivered by the school encourages pupils to have regard for people of all faiths, races and cultures and to gain knowledge and understanding of differences and similarities so as to develop respect for and tolerance of others.
- 4.5 Pupils 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. In the same way, all the people that work and learn in our school know what is 'right' and 'wrong' for our school and must follow the school 'rules'. The school's ethos, communicated to parents as *Aims and Values*, support the rule of English civil and criminal law.
- 4.6 By actively promoting the values, opinions or behaviours in school may be challenged if these are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Policies for Equal Opportunities and Race Equality support this.

5. SMSC Provision

Through its provision of SMSC, Langtoft Primary School:

- 5.1 enables pupils to develop their self-knowledge, self-esteem and self-confidence through regular opportunities to shape the curriculum (KWL grids), lead their own learning (*Learning Logs*), select challenging activities, respond promptly to feedback from peers and adults, teach others (*Reading Buddies*), lead others (*Peer Mediators, Junior Road Safety Officers, Sports Ambassador*), perform to others (*Langtoft's Got Talent, Class Assembly*), experience residential visits (in Y4, Y5 and Y6), have a voice in school (electing School Council, nominating adults who can help them, reviewing curriculum topics);
- 5.2 enables pupils to distinguish right from wrong and to respect the civil and criminal law of England through providing time to explain and reason with children behaviour that is acceptable and unacceptable to the well-being and happiness of others, teaching the history of crime and punishment (Y6);
- 5.3 encourages pupils 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 through adopting a consistent whole-school approach to managing and rewarding behaviour ('Steps', class reward), organising charity events, donating food to elderly residents and those in difficult times, 'signing' an annual *Home-School Agreement*;
- 5.4 enables pupils to acquire a broad general knowledge of and respect for public institutions and services in England through topics such as *People Who Help Us*, take part in a careers day;
- 5.5 promotes tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures through teaching and learning across many areas of the curriculum as well as in

Religious Education: traditional tales from Europe and Australia (English), significant artists (Art), India (P.E., Geography, R.E.); visits to local places of worship

- 5.6 encourages respect for other people through the annual writing of a Class Charter, awarding of 5C badge for **C**onsideration and **C**ooperative, use of Talk Partners, use of *Peer Mediators* to resolve disputes;
- 5.7 encourages 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 through electing *School Council* representatives using a ballot box, voting for Sports Day Captains, reviewing policies as a school community.

6. Understanding and Knowledge Expected of Pupils

As a result of SMSC provision, pupils (at an age-appropriate level) at Langtoft Primary School acquire:

- i. an understanding of how citizens can influence decision-making through the democratic process;
- ii. an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- iii. an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- iv. 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; and
- v. an understanding of the importance of identifying and combatting discrimination.
- vi.

7. Monitoring and Review of this Policy

- 7.1 This Policy will be reviewed by the *Well-being and Provision Committee* in October 2017. The implementation of the policy will be monitored by all governors through the Headteacher's Report and through governors' interviews with pupils.

8. Associated resources

- 8.1 Prevent Strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>
- 8.2 Teachers' Standards: <https://www.gov.uk/government/publications/teachers-standards>
- 8.3 Equality Act 2010 Advice for Schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>