

British Values & SMSC at Heath Mount Primary School

British Values

In accordance with The Department for Education, we aim to actively promote British values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and 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 Key British Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We actively promote British values through:

- Focusing on and showing how the school's work is effective in securing these values
- Challenging pupils, staff, visitors or parents who express opinions contrary to British values

Democracy: Pupils should have the right to have their voices heard.

What do we do?

- Class voting for the election of Pupil Parliament at the start of the year
- Annual school wide campaign and election for our head boy/girl
- 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
- Taught through assemblies and our school curriculum
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils to express their views
- Model how perceived injustice can be peacefully challenged
- Pupils vote as to which after schools we should provide
- KS2 workshops provided by the Houses of Parliament Education Team (including a question and answer session with our MP)
- Pupil Parliament annually visit the Houses of Parliament

Rule of law: The importance of law and rules should be referred to and reinforced to teach pupils to distinguish between right and wrong. The rule of law in British values teaches children to take responsibility for their own actions. Students should be taught the reasons behind rules and laws, how they govern and protect us, and the consequences of what happens when these laws are broken.

What do we do?

- Ensure school rules and expectations are clear and fair
- Class rules and celebration of adhering to these rules
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Explore within our Personal Development Lessons laws and what to do if peer pressure is trying to persuade children to break these
- Promote the Rights Respecting School Articles (on policies, around school, in assemblies etc);
- Refer to the Equality Act 2010 as part of our PD lessons
- Annual visit from police to take about knife crime with Year 6

Individual liberty: Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. Children should take responsibility for their behaviour. Pupils should be supported to become as independent as possible.

What do we do?

- Support pupils to develop their self-knowledge, self-esteem, 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
- E-Safety units of work are taught throughout school and parents and staff receive training on these

Mutual Respect and tolerance of different cultures and religions: Pupils should be taught how to respect those from different backgrounds. For example, giving pupils regular opportunities to learn about different cultures and beliefs will reinforce messages of respect and tolerance in British values. This will also allow them to understand that others may have religions and beliefs that differ from their own, and to respect these differing viewpoints.

What do we do?

- Our Personal Development lessons and assemblies explore the protected characteristics of the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes
 - Use assemblies to explore critical news events (e.g. terrorist attacks, Black Lives Matter etc)
 - Explore positive role models (where possible) through our topics who reflect the protected characteristics of the 2010 Equality Act
 - Challenge prejudicial or discriminatory behaviour
 - Organise visits to places of worship (one annually per year group)
 - Year groups perform a celebration assembly for Diwali, Eid and Christmas
 - Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs
 - Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
 - Use of oracy hand gesture to disagree in a respectful way with the answers of others whilst in class

SMSC:

Spiritual

Explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Social

Use a range of social skills; participate in the local community, appreciate diverse viewpoints; participate, volunteer and cooperate, resolve conflict; engage with the 'British values' of democracy, the rule of law, individual liberty; respect and tolerance.

Cultural

Appreciate cultural influences, appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Leadership	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Our pupils can confidently express their understanding of our school's values and inclusive ethos.</p> <p>Displays celebrating British Values and our ethos have a high profile around school.</p>	<p>We are a Rights Respecting school.</p> <p>We consider the sustainability agenda when making decisions about the operation of the school.</p> <p>We invite visitors into school who demonstrate compassion and respect for others e.g. Charities.</p> <p>Inclusive values are evident within our school.</p>	<p>We create opportunities to show interest in, and understanding of, the way communities and societies function at a variety of levels.</p> <p>Our pupils challenge or critique respectfully the values or beliefs of different groups throughout the curriculum.</p> <p>As leaders of an Excelsior school, we exemplify partnership and teamwork across our schools.</p> <p>As a leadership team, we are role models of effective partnership, and we work in a way that enables others to be effective leaders.</p>	<p>We recognise and celebrate aspirational and inspirational people from different cultures.</p> <p>Community and social cohesion are embedded within the life of the school.</p> <p>We take part in local and national events of significance.</p>
Quality of teaching	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Our teaching promotes pupils' resilience, confidence and independence when tackling challenging activities.</p> <p>Teachers provide opportunities for pupils to think about and express their views on the reasons behind what they are learning.</p>	<p>We encourage sharing, negotiating and empathy throughout the curriculum.</p> <p>Our practice, teaching methods and pedagogies reflect the values of the school.</p>	<p>We provide frameworks for effective debate and discussion through skilful questioning.</p> <p>Our pupils work and play with different groups, both in their classroom and beyond, including those with special needs or disabilities.</p> <p>We promote pedagogies that encourage cooperation.</p>	<p>We embrace new art forms such as the use of digital technology.</p> <p>We show openness to learning from other cultures, for example, in terms of different pedagogies and theories of learning.</p>

Curriculum design	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Our curriculum design ensures that big ideas are speculated on and talked about in all subjects.</p> <p>We provide meaningful homework which allows pupils to be creative and imaginative.</p> <p>Pupil voice is used regularly to gather pupils' opinions about the curriculum.</p>	<p>Teachers promote discussion and debate across the curriculum.</p> <p>Children explore moral dilemmas within topics, discussing alternative courses of action and the impact of decisions made.</p>	<p>Oracy is at the heart of our curriculum, and this is continuously being developed throughout school.</p> <p>We promote out of school experiences to support social interaction.</p>	<p>We include plays, concerts, and exhibitions, both small and large scale, not only in terms of taking pupils to events, but also creating their own.</p> <p>Pupils have opportunities to create, plan, compose and design in our art studio.</p>

Behaviour and safety	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>We encourage our pupils to express their feelings and emotions honestly.</p> <p>We have an inclusive and accepting attitude towards others.</p> <p>Reflection time and quiet areas are provided for pupils to reflect/think.</p>	<p>Our pupils recognise the difference between right and wrong and are ready to apply this understanding in their own lives.</p> <p>We support our pupils in understanding the consequences of their actions.</p> <p>Our pupils create class charters with their teachers.</p> <p>We help pupils to understand their choices so they can take responsibility for their own actions.</p> <p>Developing a safe learning environment in which making mistakes is okay.</p>	<p>Our pupils work and socialise with each other regardless of different backgrounds.</p> <p>Friendships are supported, and support is given to those who find making friends challenging.</p> <p>Safeguarding procedures are securely established and evaluated regularly.</p> <p>We promote values such as thoughtfulness, honesty, respect, responsibility and interdependence.</p>	<p>We appreciate the backgrounds of all in our community and this leads to a thoughtful and respectful atmosphere for learning and an appreciation for diversity.</p> <p>Our pupils know what they need to do if they encounter someone who is prejudiced.</p> <p>We actively challenge and prevent racism and other forms of prejudice and discrimination through our robust behaviour policy.</p>

Wider outcomes	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Pupils are nurtured to discover and develop their gifts.</p> <p>Achievement is regarded as more than attainment and progress.</p> <p>Headteacher stickers are rewarded to children who have gone above and beyond within the classroom environment.</p> <p>Hot Chocolate nominations are rewarded to children who have gone above and beyond within the classroom environment.</p>	<p>Our pupils take part in, and lead aspects, of school life through the Pupil Parliament and Eco Council, which also teaches them how conflicting interests can be managed and resolved.</p>	<p>Our pupils succeed irrespective of ethnic origin, nationality, gender, disability, sexuality or home background.</p> <p>We celebrate team activities, school performances and individual success.</p> <p>We provide ample opportunities for social interaction within and outside the school day through a range of clubs and OPAL.</p> <p>Our pupils show a willingness to participate, co-operating well with others and being able to resolve conflicts effectively.</p> <p>The Year 5/6 residential encourages teamwork, resilience, and independence.</p> <p>Pupils are offered a range of responsibilities around school including Head Pupil, Pupil Parliament, Library monitors and playground leader roles.</p>	<p>We highlight important religious celebrations (e.g. Diwali, Eid Ul Fitr, Chinese New Year, Easter, Christmas) and cultural celebrations such as Burns' Night and St George's Day.</p> <p>Pupils take part in, and respond to, cultural and artistic enterprises including workshops with professional poets and authors.</p>

SMSC across the curriculum

We ensure that SMSC is embedded in all subjects across our curriculum.

Maths	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Our curriculum aims to expose children to the awe and wonder of mathematics daily, through skilful teaching and carefully crafted lessons.</p> <p>Through mathematics, children learn to explain the world around them and notice, identify and describe the mathematical patterns that occur in the world.</p> <p>We help children to develop a sense of wonder in the precise nature of mathematics, as well as the sense of personal achievement children gain, when solving challenging problems.</p>	<p>Sharing resources and ideas, supporting peers and learning to respect the views of others as ideas are shared.</p> <p>The TfMastery pedagogy is based around our moral purpose of ensuring all pupils develop a deep, secure understanding of maths, regardless of starting points.</p> <p>Throughout every lesson, children are making choices, choices as to how to approach a problem, which strategies to use, which resources to use, which is the most efficient – and to evaluate these choices and the choices of others considering knowledge developed.</p> <p>Lessons develop the ability to understand and appreciate the viewpoints of others, whilst expressing their own viewpoint, with justifications.</p>	<p>Collaborative skills are developed as children work with partners and in groups, which change regularly throughout the year.</p> <p>At various points over the year, there are opportunities for enrichments, competitions and challenge days, which include meeting and working alongside children from other schools, with a diverse range of backgrounds, ethnicities and religions.</p> <p>Lesson structure allows time for exploration, evaluation, sharing and critiquing – developing an interest in the thoughts and ideas of others and cultivating respect. The textbooks used depict characters reflecting people in the world around us.</p>	<p>Maths is a universal language and brings all cultures together.</p> <p>Cross-curricular links celebrate the important contributions mathematicians from across the world (including those from the ancient world) have made to the mathematics we study today.</p> <p>As we've adopted the TfMastery pedagogy, we've looked to learn from high performing countries in international studies, such as Singapore and China.</p>

English	We promote spiritual development			
	We promote moral development			
English	We promote social development			
	We promote cultural development			
	<p>Pupils show imagination and creativity in their learning and reflect on their experience.</p> <p>We foster an appreciation of the beauty of language and recognition of how others' beliefs and experiences have shaped it.</p> <p>We create authentic purposes for children's work and share them with a wider audience.</p> <p>We explicitly teach tier 2 vocabulary so our pupils can engage with challenging ideas.</p>	<p>Pupils are encouraged to debate the actions of a range of characters (in fiction and non-fiction) and consider the impact of the social and historical context on their motivations.</p> <p>We support the exploration of moral and social issues in journalism and in broadcast and social media.</p>	<p>There are agreed ways of speaking in discussion throughout our curriculum that respect everyone's views, and opportunities to take a position which is opposite to their own.</p> <p>Pupils develop confidence and expertise in language, which is an important aspect of individual and social identity.</p> <p>Pupils have the opportunity to participate in English events, such as World Book Day.</p>	<p>Our library is an important hub in the school, providing lesson resources and a wide range of texts to promote reading for pleasure.</p> <p>Our reading spine ensures all pupils read texts from a range of cultures and traditions.</p> <p>Pupils learn how language changes over time, the influences on spoken & written language and social attitudes to language.</p>

Reading	We promote spiritual development			
	We promote moral development			
Reading	We promote social development			
	We promote cultural development			
	<p>Studying key texts give pupils the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.</p>	<p>Texts are carefully selected to deal with moral questions such as that of race, ethnicity, homelessness and immigration.</p>	<p>Paired reading encourages resilience and mutual respect.</p>	<p>Pupils learn to appreciate and respect others through the study of fiction, non-fiction, and poetry from different cultures.</p> <p>Key texts enable pupils to appreciate British history and culture.</p>

History	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>We plan learning from the pupils' own experiences and questions.</p> <p>The Tudor topic includes the lack of freedom of religion at that time, while other pupils study the Greek and Roman gods and the belief systems around them.</p> <p>Pupils consider how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066?</p> <p>We look at local history and investigate the reasons for a landmark, building or museum: speculating about how we mark events and people from history.</p>	<p>Pupils develop an understanding of cause and consequence through the study of conflicts; civil law and crime and punishment.</p> <p>Discussions (spoken & written) encourage an understanding of different perspectives.</p> <p>We consider some of the characteristics of people who have had an influence (positive or negative) on others.</p> <p>Pupils explore the results of moral decisions in the past, asking what others have done to stop the injustice?</p> <p>We go beyond the facts, asking students to pose questions such as; 'What would have turned that tragedy into a triumph?'</p>	<p>We promote the use of oral and written discussions to support language and reasoning skills.</p> <p>Pupils develop an understanding of the impact of social and economic change over time.</p> <p>We ask questions about social structure in the past; for example, what might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there still people who don't get a fair deal?</p> <p>Pupils are encouraged to discuss their topic with their parents and grandparents; for example, when learning about WW2.</p>	<p>Pupils learn about a variety of inspirational and significant figures from different times and cultures.</p> <p>Children consider the influence of other times and cultures on our own.</p> <p>We celebrate significant national events such as Remembrance Day.</p>

Geography	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Each unit of work begins with pupils generating their own questions to research over the term.</p> <p>Pupils explore and reflect on their own feelings about the people, places and environments they are learning about.</p> <p>Using maps, photographs, video clips and other resources, we ask pupils to imagine what it might be like to live in different parts of the world.</p> <p>The fact that geography is the study of real people in real places means that it constantly links and develops students spiritually.</p>	<p>Our pupils investigate and offer reasoned views on moral and ethical issues. For example, we consider the impact on food miles of global food production; the effect of changes in land use on the environment; the significance of fair trade - posing questions such as, 'How are we changing our surroundings?' 'Are we changing it for the better or for the worse?' 'Who benefits and who suffers?' 'Who should look after our environment?'.</p>	<p>Learning frequently focuses on a challenge or dilemma which is affecting our local or global community e.g. Should the rain forest be exploited?</p> <p>Children develop an understanding of citizenship and a sense of the interdependence of people; and gain an understanding of the concept of sustainability.</p>	<p>Inter-school events and curriculum days promote a culture of mutual respect and collaboration between pupils of differing backgrounds.</p> <p>Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. We explore cultures that have had, and still have, an impact on the local area.</p>

Science	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Pupils express enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Pupils reflect on their own experiments and their observations of natural phenomena.</p> <p>We create opportunities for students to ask questions about how living things rely on, and contribute to, their environment.</p>	<p>Our pupils investigate and offer reasoned views on moral and ethical issues e.g. the use of GM crops, medicines and animal testing, and explore the work of a wide range of scientists and inventors.</p> <p>We consider the wonder of the natural world, and the inventions which have made the world a better place.</p>	<p>Science lessons involve making choices and decisions, problem solving and effective communication and listening skills.</p> <p>Group tasks develop an awareness of the needs of others, support children taking on roles and responsibilities and instil an appreciation of the need for managing their own and others' health and safety.</p>	<p>Pupils gain an understanding of how scientific thinking changes over time and across cultures.</p> <p>A variety of scientists and inventors are studied, raising awareness that scientific developments are the product of many different cultures.</p>

Personal Development	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>The bigger, more interesting, questions support personal learning and thinking skills, and space is provided for these to be explored.</p> <p>Time is created for thinking, space for reflection and structured opportunities for pupils to listen and talk to one another, which supports their language development.</p> <p>Pupils develop an awareness of appropriate responses to others' needs and wants.</p> <p>Lessons explore meaning and purpose for individuals and society.</p> <p>Pupils develop resilience and inner strength.</p>	<p>We encourage pupils to investigate and offer reasoned views about moral and ethical issues.</p> <p>We co-create the necessary behaviours for respectful discussion to develop negotiating and reasoning skills.</p> <p>We use situations about moral dilemmas that relate to our pupils' experiences.</p> <p>Pupils take responsibility for themselves and others in co-operative tasks.</p> <p>Lessons explore what is right and wrong and discussing what we need to do in our school and local community to make sure everyone thrives.</p>	<p>Our pupils discuss social issues such as justice, democracy, poverty and the environment.</p> <p>Learning frequently focuses on a challenge or dilemma which is affecting our local or global community.</p> <p>We develop our pupils' self-esteem, vocabulary and language skills to enable them to articulate their opinions clearly and confidently.</p> <p>Our pupils know how to choose reliable information sources to make informed life and health choices.</p> <p>Our pupils know their rights & responsibilities in society.</p> <p>Pupils articulate their feelings and respond appropriately when others express their views.</p>	<p>Our school promotes a deep understanding of the need for equality and to celebrate diversity.</p> <p>Our pupils explore current affairs and different interpretations of these events by the media, developing an understanding of conscious or unconscious bias.</p> <p>We learn from other cultures in order to live a healthier lifestyle.</p> <p>Lessons promote an awareness of the challenges of other countries around the world and consider our possible responses to them.</p> <p>Pupils explore how different cultures can offer great insights into how we lead our own lives.</p> <p>The British Values are embedded within the curriculum.</p>

Religious Education	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Pupils consider humanity's search for meaning and purpose in life.</p> <p>We reflect on the values by which we live.</p> <p>In learning about different religions and why people believe, children reflect on and interpret spirituality and their own lives.</p> <p>Children will also learn about the important stories of each religion, and the most prominent figures within the faiths.</p>	<p>We support pupils to make links between the values and beliefs of different religions.</p> <p>Pupils can explain the similarities and differences between the religions they have studied.</p>	<p>Activities in the classroom -pair work, discussion, group work and role-play - foster good social behaviour and self-discipline.</p>	<p>We visit places of worship, museums and places of interest.</p>
Computing	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Wondering at the power of the digital age e.g. the use of the internet.</p> <p>Understanding the advantages and limitations of ICT.</p>	<p>Pupils explore the moral issues surrounding the use of data.</p> <p>Our e-safety policies and procedures are robust.</p> <p>We consider the moral purpose of those involved in developing the web.</p>	<p>Pupils develop an understanding of the benefits and potential dangers of social media -e.g. campaigns for charities and injustice as a force for good and cyber bullying as a danger.</p>	<p>Our pupils use the internet to explore different cultures.</p> <p>We acknowledge advances in technology and develop an appreciation for human achievement.</p>
Art and Design	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Pupils are given the opportunity to explore their feelings and values; reflect on their experiences, use their imagination and creativity and enjoy learning about themselves, others and the surrounding world.</p>	<p>Our pupils discover how emotions and feelings can be expressed by looking at examples of a wide range of art, craft and design.</p> <p>We look at artwork created by artists who choose moral and social issues as a subject or theme for their work and discuss the things that they seek to comment on.</p> <p>Through discussions, they can explore moral issues, make value judgements and express personal views.</p>	<p>Pupils develop social skills through the sharing of resources and collaboration on group projects.</p> <p>Pupils consider the role of the artist as a social observer or commentator on different topics and themes across different times and cultures.</p> <p>We use art therapy to enable children to reflect on their experiences and feelings.</p>	<p>Pupils are given opportunities to explore their own culture in their creative outcomes and consider other cultures in their class, school, town and country as a whole.</p> <p>We look at examples of art, craft and design created by artists from different communities and from other times and places developing knowledge, tolerance and respect.</p>

	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
PE	<p>Continuous questioning throughout lessons – Why? What? Where? How? Allowing children to have their own thoughts, ideas and discoveries, and to express emotions through physical activities.</p> <p>Self and peer assessment. Exploring, creating and developing during lesson. Being aware of one's own strengths and limitations.</p>	<p>Our pupils demonstrate good sportsmanship and abide by the rules in all sporting situations.</p> <p>We promote fair play and teamwork in lessons and pupils have respect for each other, the facilities and the environment.</p> <p>Pupils encourage peer feedback and use it to improve.</p> <p>We promote a healthy lifestyle in all lessons.</p>	<p>Our pupils understand that they cannot 'win all the time' and learn to be good losers.</p> <p>Lessons consistently encourage children to recognise and respect social differences and similarities.</p> <p>We celebrate sporting success both inside and outside of school.</p> <p>Pupils can take on roles such as coach, umpire or referee.</p>	<p>We explore units from different traditions and cultures and learn where different sports originate.</p> <p>Pupils have opportunities to compete against schools in different areas.</p> <p>We celebrate diversity using international examples of different athletes and their achievements.</p>
Music	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>We encourage pupils to reflect on their experience of listening to a wide range of music.</p> <p>Pupils show their curiosity and delight when creating their own sounds.</p> <p>We look at the role of sacred and secular music and how such music enhances an occasion.</p>	<p>Pupils explore how music can convey human emotions such as sadness, joy, anger.</p> <p>Our children appreciate the self-discipline required to learn a musical instrument.</p>	<p>Language and communication skills are developed through group work and peer evaluation.</p> <p>Self-confidence increases through learning an instrument and composing original pieces.</p> <p>We explore how an orchestra/band works together, discussing what would happen if the musicians didn't cooperate.</p>	<p>All pupils learn the recorder and guitar and can take part in our school choir.</p> <p>We use the Charanga music programme to expose pupils to a range of musical styles from different cultures.</p> <p>Pupils learn to recognise and evaluate music from other cultures.</p>
MFL	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>Pupils reflect on the beauty of another language by exploring the way in which the language is constructed, has evolved and its link with English.</p>	<p>MfL supports pupils to have an accurate and truthful understanding of another culture.</p>	<p>Pupils develop the skill of communicating in different ways and explore different social conventions.</p> <p>Pupils can identify links between root words in English and another language.</p>	<p>Pupils appreciate the language and customs of others.</p> <p>We explore the literature & culture of other countries.</p> <p>We use the Language Angels programme to expose pupils to another language.</p>

