

## Promoting British values as part of SMSC

All school are required to promote children’s social, moral, cultural, mental and physical development. As part of our school ethos and through the broader curriculum we aim to develop children’s spiritually, morally, socially, and culturally. We teach this into the teaching of fundamental 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 Act2002, in their provision of SMSC.*

*Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”*

*Source: Promoting Fundamental British values as part of SMSC in schools (DfE, 2014)*

### Fundamental British values

Through their provision of SMSC, schools should:	Actions that we have taken as a school:
enable students to develop their self-knowledge, self-esteem and self-confidence;	Through the broader curriculum e.g. PSHCE and SEAL units of work, Science topics such as ‘Ourselves’ Christmas and Easter services held at the St. Augustine’s, our local church Class Assemblies Opportunities for children to ‘showcase’ their talents Celebrating achievements e.g. Celebration Assembly, Class Assembly, praise, Tickled-Pink Wellbeing Team supporting vulnerable children Daily Collective Worship where Christian and British values underpin each theme GRT Trip and events days held at school Lithuania and Poland Independence Celebrations Portuguese Club
enable students to distinguish right from wrong and to respect the civil and criminal law of England;	Through the broader curriculum e.g. PSHCE/SEAL as well as history topics; comparing and contrasting; role-play situations; discussing right from wrong Talking through consequences Visits from local Police/PCSO Talking to children during Assemblies Daily Collective Worship Nurture Group and Social Skills Wellbeing Team supporting vulnerable children
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;	Promoting this through the school behaviour policy Links through the broader curriculum e.g. PSHCE and SEAL units of work Ethos of school Volunteering time to help others e.g. litter picking Participating in Charity fundraising events that affect our local and wider community such as Children in Need, Sports Relief, Comic Relief, Jeans for Genes, Save the Children Christmas Jumpers, Marie Curie Coffee Mornings, collecting food for local food bank during Harvest Festival Daily Collective Worship Nurture Group and Social Skills Wellbeing Team supporting vulnerable children

<b>Through their provision of SMSC, schools should:</b>	<b>Actions that we have taken as a school:</b>
enable students to acquire a broad general knowledge of and respect for public institutions and services in England;	Visit from local MP School Council planning a trip to Houses of Parliament Assembly PowerPoint: Modern-day Britain and other interesting facts Visits from Mayor Strong links with local Police and Fire Departments who come in to visit school regularly Annual trips to local and London Museums
further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;	Diwali Days & show case International Food Week & Fair Curriculum Days e.g. Pirates & Smugglers. Vikings, Greeks, Victorians, Egyptians, Africans, WW2 Evacuees, Romans, Wild West (America) Comparing cultures during wider curriculum topics (as above) Researching our local history 'Wonderful Wisbech' e.g. local heroes/heroines (Thomas Clarkson and Octavia Hill), local landmarks (Peckover House) and their significance. School Christmas Fair Shows for children e.g. Cinderella, Bullying, Whole-school Mini-topics e.g. Remembrance Day, Chinese New Year, Diwali, Christmas, Easter Representing languages spoken on displays throughout school Displays in classrooms celebrating where children/staff are from ('Around the World') Daily Collective Worship Nurture group and Social Skills Wellbeing Team supporting vulnerable children GRT Trip and events days held at school Lithuania and Poland Independence Celebrations Portuguese Club MFL taught as part of the broader curriculum e.g. French in KS2; Language of the Month in EYFS/KS1
encourage respect for other people; and	Through the teaching of Religious Education and PSHE/SEAL units of work Anti-bullying Week E-safety Week Ethos of the school Promoting good manners e.g. please/thank you, holding the door, not talking with mouth full, saying kind words, helping others 'Show Racism the Red Card' training for staff and children Social Stories Wellbeing Team supporting vulnerable children Nurture group and Social Skills GRT Trip and events days held at school Lithuania and Poland Independence Celebrations Portuguese Club MFL taught as part of the broader curriculum e.g. French in KS2; Language of the Month in EYFS/KS1
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.	Holding elections for School Council Representative and for School Captains Visits from local MP, Stephen Barclay School Council boxes in each classroom Children participating in sharing sessions Debates linked to learning in English e.g. persuasion

*\* This is by no means a comprehensive list, rather examples of actions we have taken as a school to develop children's spiritual, moral, social and cultural self whilst incorporating the fundamental British values. School Actions listed above may develop more than one part of SMSC as well as a range of British values.*