

Promoting British Values

How we actively promote fundamental British values at Thistly Meadow Primary School through our spiritual, moral, social and cultural curriculum activities.

At Thistly Meadow we aim to develop all pupils through spiritual, moral, social and cultural activities (SMSC). Through this knowledge pupils can become confident individuals who appreciate their own worth and that of others. We encourage pupils to ask questions about life, religion and faiths. We aim to teach about the United Nations Convention on the Rights of the Child and not only use this to teach about children's rights but the rights for everyone. We also aim to model rights and respect in all our relationships between teachers/adults and pupils; between adults and between pupils.

We want to support all of our pupils to become successful citizens in the 21st century. Our curriculum and wider school activities provide our pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and personal behaviour. Our commitment to SMSC is built on the school's commitment to help our pupils to develop a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Leadership and Management

The leadership ensures that the curriculum has suitable breadth, depth and relevance and actively promotes equality and diversity, tackle bullying and discrimination and look to narrow any gaps in achievement between different groups of children and learners

As part of our commitment to promote British values, we make sure that safeguarding arrangements to protect children meet all statutory requirements, promote their welfare and prevent radicalisation.

Quality of teaching, learning and assessment

This ensures equality of opportunity and recognition of diversity promoted through teaching and learning. We aim for all children to achieve their very best to prepare them for the next phase of their education and helping them to function as an economically active member of British society,

Personal development, behaviour and welfare

All children are taught how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media. They are well prepared to respect others and contribute to wider society and life in Britain.

We aim for our curriculum and school activities to ensure children becomes valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background and leave school fully prepared for life in modern Britain.

Our 'R' time PSHE lessons, assemblies and whole school initiatives build upon teaching all pupils to respect themselves and each other; treating each other with respect and tolerance, regardless of their background.

Promoting fundamental British Values by working with our pupils we ensure that all pupils

- all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- experience elections and voting that provide them with the opportunity to learn how to argue and defend points of view
- are taught using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- gain an understanding of how citizens can influence decision-making through the democratic process
- have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- understand the freedom to choose and hold other faiths and beliefs is protected in law
- accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. Not discriminated against
- have an understanding of the importance of identifying and combatting discrimination
- understand the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries

How we support spiritual, moral, social and cultural development (SMSC) at Thistly Meadow Primary School

SMSC Spiritual: pupils have the opportunity to be reflective about their own beliefs and use personal experience to reflect on their own lives and the lives of others.

Pupils have the opportunity to demonstrate defence in their aims, values, principles and beliefs. Pupils have the opportunity to develop empathy, compassion and concern with others as well as structured ways of challenging the barriers and constraints to the human spirit e.g. injustice, greed, poverty, discrimination.

SMSC Moral: developing and expressing personal views. Pupils are interested in investigating and adding their own views on moral and ethical issues and are given time to express their views. Opportunity for pupils to enjoy discovering their own and others views on different topics. This program provides safety for pupils to explore their views and practice moral decision making. Pupils are given opportunities to explore rights and responsibilities, truth, justice, equality and right/

wrong. Pupils are given real life examples to help them to understand consequences both positive and negative of their actions – cause and effect as well as considering ways of taking care of their environment.

SMSC Social – developing qualities and social skills, participating and resolving conflict, considering those from differing religious and socio-economic backgrounds. Helping pupils to show respect for people, living things, property and their environment. Teaching pupils to recognise and respect social differences and similarities. Helping our pupils to develop their personal qualities such as thoughtfulness, respect for difference and moral principles. These discussions provide opportunity for pupils to work together as members of their groups or teams and pupils develop skills and attitudes that will allow them to participate fully in democracy and contribute to society.

Social – understanding communities, pupils have opportunities to appreciate the rights and responsibilities of individuals within the school, community and the wider context. They are helped to consider and understand key values and principles on which school and community life is based.

SMSC Cultural – preparing for life in modern Britain and understanding and appreciating influences. Pupils explore and show understanding/respect for different faiths and cultural diversity and given an opportunity to demonstrate their tolerance and positive attitudes to local, national and international communities. These debates provide pupils with an opportunity to engage positively to cultural debates.

At Thistly Meadow Primary School, our school curriculum contributes to the **Prevent** strategy through:

- Providing a safe place to discuss and debate topical issues
- Pupils can influence and participate in decision making on issues affecting them in their society and also within their own school environment
- Pupils can express their views and appreciate the impact their views can have on others
- Pupils can discuss terrorism and the wider use of violence in and considered and informed way
- Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change
- Pupils are given a platform to challenge islamophobia, anti-Semitism and other prejudices
- Pupils use safe to learn anti-bullying strategies to minimise hate and prejudice based bullying
- Pupils are taught how to challenge extremist narratives and to promote universal rights
- Pupils should always develop questioning skills and techniques to open up debate in a safe way
- Pupils are given the confidence to discuss honestly a plurality of views

- The schools allows pupils to debate fundamental moral and human rights and principles
- The school promotes open and respectful dialogue
- Model participatory and representative democracy by engaging and examining views expressed
- Encourage pupils as citizens so support the vulnerable and to use democratic and lawful vehicles for protest
- Help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial ideas
- Provide opportunities for pupils to discuss openly issues that concern them, including exploring their own identities and how these relate to the diversity of the society in which they live
- Provide pupils a safe place to respond to current events that will change their beliefs

For the older pupils (upper KS2) we provide weekly topical issues to discuss and debate. British values are lived and experienced during the debate and through the vote process. These sessions actively promote equality and diversity, tackle bullying and discrimination. Personal development, so that the pupils continue to be well prepared to respect others and contribute to wider society and life in Britain.

Demonstrating democracy

We promote democracy through continually seeking opportunities to promote the pupil voice, through our pupil groups such as the School Council, Eco club. Pupils have opportunity to vote, take part in elections, questionnaires and also to contribute to school initiatives, changes, policies and development plans.

Demonstrating the rule of law

Within our taught curriculum and school initiatives, we continually work with the pupils to review and improve our Behaviour and anti-bullying policies, the school rules for playtimes and lunchtimes as well as considering the law through visits from police or trips to Leicester's Warning Zone.

Demonstrating individual liberty

Within assemblies, circle time and our curriculum we always seek for pupils to make individual choices in a safe, supportive environment. We strive to make the pupils curious about their learning both through the curriculum as well reflecting on their work. We have opportunities for pupils to comment and make suggestions, both in class and assembly as well as privately through suggestion boxes. We continually look for ways for pupils to tackle challenges and for them to have a choice over the variety of school activities including extra - curricular activities.

Demonstrating mutual respect

This is developed through the school's ethos, values and beliefs as well as through our pastoral and emotional well-being and pupil responsibility through buddying systems, prefects, playground pals as well as shared working between classes.

Demonstrating respect and tolerance of those with different faiths and beliefs

We promote this through our assemblies, circle times, RE and PSHE curriculum. We also have regular visits and visitors who promote different faiths and we participate in local, national and world-wide charity events.

Citizenship

We aim to support pupils' development of citizenship through our fundraising initiatives, support for local, national and international projects. Our curriculum helps pupils to understand rights and responsibilities – their own and others' - as well as how society works and how they can play an active role both locally and globally. Our fundraising, internal work and understanding of international events as well as international links support this.

PSHE

We support PSHE through pupils' development within our curriculum and pastoral support which helps them to lead emotionally confident, healthy and responsible lives as members of society. Thistly Meadow is a very busy school where we continually seek ways to equip our pupils with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. Our PSHE education draws upon 'R' time and SEAL materials. These combined elements ensure that our curriculum is responsive to the pupils' needs as well as being full of surprise and challenge. Starting in the Foundation class, we aim to build on their own interests and aptitudes, confront big ideas that shape the world and give pupils the chance to make a difference and take on responsibility.

How RE at Thistly Meadow Primary School supports PSHE and SMSC

RE – Spiritual

Our curriculum helps pupils to consider and respond to questions of meaning and purpose in life, and to consider and respond to questions about the nature of values

in human society. The curriculum and assemblies provide opportunities for pupils to be reflective about their own beliefs, religious or otherwise, to help them inform their perspective on life and their interests in and respect for different people's faiths, feelings and values. The curriculum encourages the use of imagination and creativity in their learning and provides opportunity for them to reflect on the learning experiences. Our school curriculum and school development priorities value imagination, inspiration and contemplation. There are many opportunities for pupils to reflect and to develop empathy and understanding of others.

RE – Moral

Our RE curriculum helps pupils consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching, and enabling them to make responsible and informed judgments about religious and moral issues.

Our curriculum helps pupils to consider the difference between right and wrong as well as developing understanding of the consequences of their behaviour and actions. Within assemblies and circle times, we provide opportunities for pupils to investigate and offer reasoned views about moral and ethical issues as well as being able to learn to understand and appreciate the viewpoints of others on these issues.

Our pupils consider issues such as sustainability, environmental issues and fair trade as well as taking part in discussions and debates around moral and ethical issues. During 2015 – 16 we are also looking at the Rights of the Child and working towards the UNICEF Rights Respecting School Award in recognition of the work we do in helping our pupils to learn rights and respect in all areas of school life and to help them to make informed decisions and grow into confident, active and responsible citizens.

RE – Social

Our RE curriculum helps pupils develop their sense of identity and belonging, and prepares them for life as responsible citizens in an increasingly diverse society. We aim to involve our pupils in school, community and international projects. Pupils work collaboratively within class as well as across year groups and our trips and residential in years 2, 4 and 6 provide opportunities for team building activities.

Through the use of blogs we provide pupils with the opportunity to interact with pupils from different religious, ethnic and socio-economic backgrounds.

Our business enterprise projects provide pupils with volunteering opportunities, cooperating well with others and being able to solve problems and resolve conflicts effectively. We also provide social skills small group work to provide additional support.

Re – Cultural

Our RE curriculum helps foster pupils' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths. Our RE curriculum develops understanding of the cultural contexts within which our pupils and others live. We ensure that our school curriculum is creative and pupils are given opportunities to participate in and respond positively to artistic, sporting and cultural opportunities. We celebrate achievement and recognise gifts and talents within our weekly assemblies.

Pupils have opportunity to embrace other cultures through visits and creative events and we also use aspirational and inspirational role models from different cultures.

Cultural developments also include blogging, participation in cultural events, World Cup and Olympic Games activities, enterprise activities, school productions and assemblies, cooking competitions and cultural meal celebrations.

As well as learning about other faiths through participating in religious festivals to promote respect and tolerance of different faiths, our RE curriculum involves visits from people who help us, such as police and fire service who reinforce safety rules and law. Our International, Eco and School Council clubs also promote discussion and an understanding of democracy.

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