



Promoting British Values as part of SMSC

At Hallbrook Primary School, we value the diversity of the backgrounds of all pupils, families and the wider school community and strongly believe in upholding British values through all aspects of our school provision.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to 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”.

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world and the wider world.

What is meant by British values?

Learning about British values forms a key part of children’s spiritual, moral, cultural and social education. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

How should we help our children prepare for adult life as citizens of Britain?

- Develop their self-confidence and self esteem.
- Develop their understanding of right and wrong, and their respect for the law.
- Encourage them to take responsibility for their behaviour.
- Encourage involvement in the community and wider society.
- Promote tolerance of and respect for all cultures and faiths.

All schools are required to promote children’s social, moral, spiritual and cultural development. As part of our school ethos and through the broader curriculum, we aim to provide opportunities which will enable children to develop spiritually, morally, socially and culturally. The promotion of fundamental British values is incorporated into this approach.

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 Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours that are contrary to the British values. Attempts to promote systems that undermine 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.

Through their provision of SMSC, schools should:	Actions that we have taken as a school:
Enable pupils to develop their self-knowledge, self-esteem and self-confidence	PSHE Curriculum Positive ethos with praise and rewards Celebrating successes Talk Partner work Challenging work at the right level Intervention groups Peer work/mixed ability groups Participation in productions Music lessons – Y4 Residential visits School council activities ELSA intervention Transition programmes Well established routines Roles and responsibilities Classroom ethos Consistent approach Clear process for communicating concerns Feedback and marking Extra-curricular opportunities
Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England	Behaviour policy – clear procedures to follow, consistent application PSHE Curriculum Curriculum planning encompasses many elements of right/wrong/personal safety Children’s involvement in class rules Visitors from emergency services Assemblies Safety programme: Warning Zone, Road Safety, Cycling Sharing School Aims and Values
Encourage 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.	Links within wider community Behaviour Policy – restorative approach Charity fundraising events Exhibitions and visits School Council events Pupil roles and responsibilities Curriculum work – scenarios to consider Expectations when pupils are outside school on trips/visits Communication with local businesses
Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England	Curriculum theme work Visits from services such as school nurse, police, fire, RSPCA etc Involvement in charity work Remembrance Service Links with religious organisations, emergency services etc Cultural links – theatre, music, arts Charity work – eg British Legion, Children in Need Membership of Brownies/Cubs etc
Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	RE Curriculum Visits to different places of worship Visits and visitors PSHE curriculum Classroom/Hall displays Celebrations Curriculum themes Assemblies Anti-Bullying Week

<p>Encourage respect for other people</p>	<p>PSHE curriculum RE Curriculum Behaviour policy Celebrating Successes Visits and visitors Role modelling Assemblies Anti-Bullying Week</p>
<p>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</p>	<p>School Council elections Class debates and discussions Pupil voice – involvement in decision making Random selection – eg lollipop sticks/cold-calling Talk partner work Mixed ability group work English skills – balanced arguments Curriculum Themes</p>