



## Promoting Fundamental British Values as part of SMSC

### Introduction

Boyne Hill Church of England Infant & Nursery School ensures that the requirements are met, as set out in section 78 of the Education Act 2002 “to promote the spiritual, moral, social and cultural (SMSC) development of pupils.” We also actively 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, in an age appropriate way, as required following advice issued in November 2014 by the Department for Education.

At Boyne Hill, we take our share of the responsibility for preparing children for life in modern Britain very seriously as stated in our School Vision:

“Rooted in our local community, together we build a welcoming sanctuary where everyone is shown love, care and respect.”

### SMSC

How we integrate **spiritual, moral, social** and **cultural** values in the lessons we teach and across all aspects of school life:

<b>Spiritual</b>	Sense of self Valuing experiences that go beyond ourselves Awe and wonder in being transported through an act of worship Understanding strengths and weaknesses Qualities and attitudes to foster own lives
<b>Moral</b>	Differences between right and wrong Understanding action and consequence Concern for others Forgiveness
<b>Social</b>	Belonging to families and communities Relationships Participation in activities
<b>Cultural</b>	Traditions-own and others Respect

### Fundamental British Values

The freedom to hold faiths and beliefs different to our own is protected in law and thus our staff and children are always encouraged to regard people of all faiths or of none, of all races and of all cultures with respect and tolerance. Similarities and differences between faiths and cultures are explored and celebrated through Collective Worship and active participation in the learning of different faith festivals such as Sukkot, Diwali and Eid.

We teach our pupils that all people living in England are subject to its law, regardless of their different views about what is 'right' and 'wrong'. We expect all pupils and staff to be good role models for each other, encouraged through high expectations of behaviour in and outside of school.

The voice of the child is valued at Boyne Hill and democracy is promoted through processes such as the collective agreement of Class Rules, voting for School Council members and classroom debates as part of the Spoken Language curriculum. Active participation in the School Council is encouraged in order to promote a sense of collective responsibility. Ideas and events are planned and discussed with a chance for debate, allowing each member to put forward their point of view.

<b>Democracy – Social, Moral &amp; Cultural</b>
<p>Each class agrees a set of Class Rules at the beginning of the Autumn term.</p> <p>Voting takes place in each class for the new School Council members at the beginning of the Autumn term.</p> <p>Classroom debates take place as part of the Spoken Language curriculum.</p>
<b>Impact</b>
<p>Pupils work collaboratively in pairs and small groups as well as in whole class situations.</p> <p>The children understand turn-taking, sharing and cooperation and are able to respect the views of others.</p> <p>The children develop their self-esteem and the self-confidence to talk openly and share their opinions, ideas, thoughts and feelings with each other, knowing that their opinion is valued.</p> <p>The children develop their critical thinking and questioning skills.</p>
<b>The Rule of Law – Spiritual, Moral &amp; Cultural</b>
<p>High expectations of behaviour inside and outside of school are promoted through our Attachment Aware Behaviour Policy, our 3 School Rules.</p> <p>Each class agrees a set of Class Rules at the beginning of the Autumn term.</p> <p>Visits from Firemen, Community Wardens and lessons on road safety, including the wearing of seatbelts and use of booster seats in vehicles.</p> <p>School values promoted through Collective Worship and PSHE/RHE.</p> <p>Difference and diversity is explored and celebrated through units of work in PSHE/RHE lessons as well as, where possible, visits from Guide Dogs for the Blind.</p>
<b>Impact</b>
<p>Pupils are able to articulate why we need to have rules, that they apply to everyone and why it is important to model high standards of behaviour in and outside of school.</p> <p>Respect for the laws of the country and those who help us.</p> <p>An understanding of what is 'right' and what is 'wrong'.</p> <p>The children learn that bullying and racism is not acceptable and will not be tolerated in our school.</p>
<b>Individual Liberty – Spiritual &amp; Moral</b>
<p>The children are encouraged to make individual choices in a safe and supportive environment with an awareness of action and consequence.</p> <p>Taking greater ownership of learning is promoted through the curriculum.</p>
<b>Impact</b>
<p>Pupils demonstrate greater independence of thought and action with increased confidence and higher levels of self-esteem.</p> <p>Pupils are more able to reflect on their differences and understand that everyone can have an opinion, even if it is different from their own.</p> <p>Willingness and the confidence to take on greater responsibility, to make decisions and be involved in their own learning and development.</p>
<b>Mutual respect and tolerance of those with different faiths and beliefs – Spiritual, Social &amp; Cultural</b>
<p>Similarities and differences between faiths and cultures are explored and celebrated through Collective Worship, multi-faith assemblies and active participation in the learning of different faith festivals such as Sukkot, Diwali and Eid.</p>

Friendship and Forgiveness are whole school values that are regularly revisited through Collective Worship and PSHE/RHE.

### **Impact**

Pupils learn about similarities and differences and value each other as individuals.

Pupils become more aware of themselves and what is important to them.

Pupils develop their enquiry skills as they begin to make connections between different faiths and cultures.

A more harmonious environment is created through friendship and empathy, being thoughtful and thinking of others.

Pupils are more able to manage frustration and resolve conflict.