

Westlea Primary School, Seaham

Promoting British Values as part of spiritual, moral, social and cultural (SMSC) development

The promotion of British Values at Westlea Primary- context

The November 2014 DfE Guidance on 'Promoting British Values as part of SMSC development in schools' states:

'All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting 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.'

All our work at Westlea Primary School is guided and informed by our mission statement:

VISION STATEMENT

At Westlea Primary School we learn together to achieve success for all.

AIMS

- To make learning fun and enjoyable for the children through a creative, varied, high quality and challenging curriculum, thus motivating our children to achieve high standards of work and behaviour.
- To ensure that our children achieve their potential academically, artistically, socially, emotionally, morally and physically.
- To develop within our children a positive self- image and a sense of responsibility for their own behaviour.
- To provide a caring ethos with respect and empathy throughout.
- To prepare our children to take a full and active part in society as responsible citizens who accept and engage with fundamental British values
- To promote positive and purposeful links and partnerships between the school, parents, governors and the local and wider communities.
- To broaden our children's horizons in order to raise their aspirations and lay the foundations for life-long learning.

We aim to make everyone's time at Westlea School an enjoyable and rewarding experience and achieve our mission statement by:

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self-confidence, self-discipline and healthy living*
- *developing a spiritual awareness*
- *promote a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*

- expecting everybody to understand their own rights and take responsibility to respect the rights of others
- expecting everybody to make a positive contribution to our school, the wider community and our planet
- providing an environment where all feel safe from bullying and discrimination.

The school has a wide-ranging and successful SMSC programme encompassing our school ethos, curriculum work, positive relationships within school, assemblies and collective worship, engagement with parents and families and enrichment activities, including visits and visitors.

Please see our school self-evaluation document for more details of our full SMSC provision. Many of these SMSC activities aim to develop pupils' understanding of British values and prepare children for life in modern Britain.

The promotion of British Values at Westlea Primary– examples of activities

The table below seeks to set out how we teach, learn about and promote each aspect of the British values described in the DfE guidance. It also sets out where further evidence can be found for each aspect.

Through their SMSC provision schools should:	Examples of how we do this at Westlea Primary	Evidence
enable students to develop their self-knowledge, self-esteem and self-confidence	<ul style="list-style-type: none"> - Positive behaviour policy, including way in which sanctions are implemented - Class assemblies/music assemblies/Arts Projects/contributions to assemblies– regular opportunities to share and perform - PSHE curriculum and circle times - Rights Respecting Schools work - Pupil premium reading group – developing knowledge and reading for pleasure - Individual/tailored support for individuals – see case studies - School choir -Extra-curricular program - Listening Matters program 	<ul style="list-style-type: none"> - Positive Behaviour and Anti Bullying Policy - Right Respecting work – including level 2 accreditation self-evaluation document -Investors in children’s award (5 consecutive years) -Eco-school silver award (Children’s working party) - Case studies of individual support - PSHE pupil work - Displays - Evidence of impact of Pupil premium work
- enable students to distinguish right from wrong and to respect the civil and criminal law of England	<ul style="list-style-type: none"> - Implementation of Positive Behaviour Policy, including discussions with parents where appropriate - Right Respecting charters - Assemblies and collective worship - Legal learning – Year 5 PSHE/C curriculum -Community police visits -Involvement in Neighbourhood watch program (Year 6) 	<ul style="list-style-type: none"> - Positive Behaviour and Anti Bullying Policy - reflection sheets completed by pupils and incident forms - Assembly plans and resources - Right Respecting work – including level 2 accreditation self-evaluation document
Related knowledge and understanding: - an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and		
Encourage respect for other people Related knowledge and understanding: - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and	Rights Respecting Schools work <ul style="list-style-type: none"> - Assemblies - Positive Behaviour Policy and implementation - Relationships in school, modelling of positive relationships - RSE, including discussion on stereotyping - Staff training on challenging homophobic language - Monitoring of behaviour incidents for patterns 	Learning walk evidence, including governor learning walk evidence <ul style="list-style-type: none"> - Feedback from workshop facilitators and supply teachers about pupils’ positive behaviour -Assertive mentoring annual overview - Children’s behaviour survey - Equalities policies and plans -KS1 School buddies

<p>should not be the cause of prejudicial or discriminatory behaviour</p> <p>- an understanding of the importance of identifying and combating discrimination</p>	<p>of discrimination</p> <p>-Child protection Level 1 training</p>	<p>-KS2 School buddies</p> <p>-Active School Council- regular assemblies</p> <p>- Behaviour reports to governors</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>Related knowledge and understanding:</p> <p>- an understanding of how citizens can influence decision-making through the democratic process</p>	<p>PSHE/C curriculum work -Year 5 democratic process, including debating, drama workshops on elections</p> <p>- Persuasive writing topics</p> <p>- Espresso news/First news – to develop understanding of democratic processes</p> <p>- School wide annual school council elections (secret ballot, teaching about voting, ballot papers, ballot box, campaigning, hustings)</p> <p>- Class school council rep elections</p> <p>- ‘How can I make a difference’ ideas – including voting</p> <p>- School council trip to town hall / Houses of Parliament</p>	<p>Work samples and plans – Y5</p> <p>- Persuasive writing topics from across the school</p> <p>- Evidence of school council votes and campaigns</p> <p>- Trips to local council and national parliament</p> <p>-Display</p>

Democracy:

Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school councilors. Our school behaviour policy involves rewards, which the pupils decide upon. On a daily basis children decide upon aspects of their school curriculum and school opportunities in a democratic way. Leaver’s party, Read Write Inc. Group names, lunchtime menu.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message. Class Charters and the School Code of Conduct are used to show and explain why rules are needed, how they are formulated and how they work in practice.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, how they record information, participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

