

Fundamental British Values at Walter Infant School

Judy Wheeler – Headteacher September 2016



Promoting fundamental British Values as part of **SMSC** in Walter Infant School

What does SMSC stand for?

SMSC stands for **Spiritual**, **Moral**, **Social** and **Cultural** development. All schools in England must show how well their pupils develop in SMSC. Therefore at Walter Infant School we must:

- **Enable our children to develop their self-knowledge, self esteem and self-confidence**
- **Enable our children to distinguish between right and wrong and to respect the civil and criminal law of England**

“DfE November 2014



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- **We....**
- **Encourage our children 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;**
- **Enable our children to acquire a broad general knowledge of and respect for institutions and services in England;**
- **Further tolerance and harmony between cultural traditions by enabling our children to acquire an appreciation of and respect for their own and other cultures;**
- **Encourage respect for other people, and....**

“DfE November 2014



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- **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.**

“DfE November 2014



So.... What are the fundamental British values that we have to promote?



Democracy



We will help the children to:

- To understand that they can be part of some of the decisions made in school
- To know they have a voice and the right to be heard
- To elect members of the school council through a democratic process
- To debate and agree a code of conduct for their class





- The children elect the members of the School Council through a democratic process.
- The children at Walter Infant School know they have the right to be heard – their pupil voice.
- At the beginning of each topic, children are asked ‘What do I know already and what do I want to learn?’
- Learning Powers - Children discuss and decide how to be effective learners together / how to create a positive learning environment for one another.
- Children contribute as a whole class at the beginning of the year to the class code of conduct.
- Debate (Argue and defend a point of view) – Giving reasons for choices made. “Why do you think that? ...” there are no wrong answers when voicing an opinion!



The Rule of Law



The Rule of Law

We will help the children learn to:

- To recognise the difference between right and wrong
- To accept responsibility for our own behaviour
- To understand the consequences of our behaviour and actions
- To develop the ability to resolve conflict with others
- To understand how we can contribute positively to the lives of others
- To behave in an honest and fair way
- To understand that we have rules for a reason; to keep us safe, to protect ourselves and others and to enable us to all live and work together.



Individual Liberty

- We will support the children....
- To understand rights and responsibilities
- To have a say through Circle time discussions
- To understand the school's behaviour policy
- To follow the school rules to manage individual learning behaviours



Respect and Tolerance

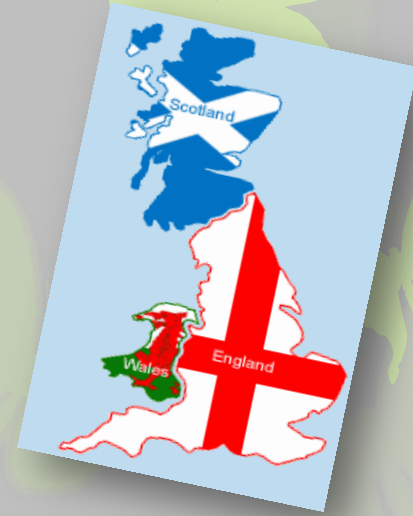
We will help the children to:

- Show respect for other people
- Value the differences between people
- Be kind and considerate to other people
- Understand that we are all entitled to our own beliefs and opinions
- Share ideas, beliefs and opinions calmly and quietly
- Report any incidents where people are not treated respectfully or with tolerance, for example, bullying or racist behaviour





What does promoting British Values in Walter Infant School mean?



A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity :

- **School's Rules and expectations are clearly displayed**
- **Visual timetables in every classroom**
- **Dual language texts and resources throughout school**
- **Race into English for new beginners in English**
- **Communicate in Print used to provide visual aids for word banks**
- **Symbols used in all classrooms to manage learning behaviours**
- **Anti-bullying and Equality Plan displayed on website**
- **Children working in all curriculum areas in different groupings**
- **Diversity within the school personnel**
- **Monitoring of bullying and prejudiced based incidents by type**
- **Participation of community based activities; i.e. Winter Carnival, Woodley Festival**
- **Photos of children from all ethnicities used in classroom displays and on website**
- **Mutual respect is also promoted through additional PSHE lessons and assemblies**
- **Accessibility plan in place**
- **Auto-translate tool on website**



Moral strand of our PSHCE curriculum:

- **Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language**
- **Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong – Anti-Bullying assemblies**
- **Learn how to respond appropriately to bullying behaviour**
- **Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes**
- **Have a positive self-image and show that they are comfortable with themselves.**
- **Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.**



R.E. curriculum: In agreement with LA SACRE

Appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

Opportunities in lessons to:

- **To understand beliefs and teachings of other religions**
- **To understand practices and lifestyles**
- **To understand how beliefs are conveyed**
- **To explore family routines and customs**
- **To reflect**
- **To develop understanding values**
- **To talk about similarities and differences between families, communities and traditions**
- **Visits to different places of worship**
- **Children, parents, staff and external visitors invited to talk about Diwali, Ramadan, Hanukah etc.**
- **Children sharing experiences of different festivals**
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Our Global Community !

