



SMSC and British Values Policy

Approved by Trustee Curriculum Committee: February 2024

Next review: February 2026

Introduction

Social Moral Spiritual and Cultural (SMSC) and British Values are included in this policy as they are fundamental to the building blocks and ethos that make up our curriculum. British Values are promoted through SMSC and embedded into the school curriculum. SMSC at Harlington and Sundon Lower Schools seeks to support the health and wellbeing of all pupils and will provide education and care that recognises the individual needs of all children.

Policy Aims

It is the aim of this policy is to ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our aims are for the pupils to be able to:

- Make informed decisions in order to improve their emotional, social and physical wellbeing
- Experience challenge & enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Establish a pattern of health and wellbeing which will be sustained into adult life

British Values at Harlington and Sundon Lower Schools

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools to prepare children and young people positively for life in modern Britain. The government set out its definition of British values of:

Democracy:

Democracy is embedded within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school councillors are based solely on pupil votes. Our school behaviour policy involves rewards, which the pupils decide upon.

The Rule of Law:

The importance of Laws are consistently reinforced throughout regular school days. 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. Learning and visits from authorities such as the Police, Fire Service etc. are regular parts of our curriculum and help reinforce this message.

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 the 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 online safety and PSHE lessons

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. Displays and the Values language used 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 visit our school and share their knowledge to enhance learning within classes and the school. Our pupils visit different places of worship as part of our RE curriculum.

We recognise that:

The spiritual development of our pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of our pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of our pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve

conflicts effectively

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Wellbeing

Each pupil will have access to members of staff who will:

- Work to ensure the pupil is happy and safe in school
- Deal with any problems or concerns in a positive and supportive manner
- Provide relevant learning opportunities about pastoral concerns and practices
- Act as a supportive link to parents, carers, family and external services
- Ensure that information about the pupil is used sensitively to support their well-being and achievements.

Responsibility of All

Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community

Here are some examples of when British values, SMSC are discussed and / or shared:

- Stormbreak mental health activities and discussions
- Our collective worship and assemblies uphold the school rules of Respectfulness, Responsibility and Safety.
- Our Values lessons.
- Reflection time in Values lessons and class assemblies.
- Successes are celebrated through celebration assembly, rewards certificates and the Golden Book.
- Respect is celebrated through our Manners Monkey certificates.
- Successes are celebrated through half termly 'WOW' work with children and Head Teacher tea party
- PSHE Mutual respect is also taught in an informal nature throughout the school days.

- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety policy and PSHE work on keeping myself safe.
- RE Tolerance of those of different faiths and beliefs is promoted in RE as children gain a greater understanding of religious diversity and practices for those religions represented in the UK.
- PE Promotion of the concept of “fair play”, following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all form an integral part of the PE curriculum.
- The School further promotes democratic processes through the selection of school council members and sports leaders.
- Our reward system

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Harlington and Sundon Lower Schools are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, PSHE & SMSC need to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities using the equity in teaching approach. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of PSHE & SMSC are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Harlington and Sundon Lower Schools are committed to serving its community. It recognises the ever changing multicultural and multi faith nature of the United Kingdom and the role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation.

Harlington and Sundon Lower Schools follow Equal Opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status. Harlington and Sundon Lower Schools is committed to preparing children for their adult life beyond the formal curriculum and insuring that it promotes and reinforces British values to all its children.

Accessibility and Teaching PSHE & SMSC to pupils with Special Educational Needs

We teach PSHE & SMSC to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets. Our equity in teaching model supports all children including disadvantaged pupils.

Subject Leadership

The Subject Leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.

- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school and ensure that there is a clear progression of skills and knowledge document for PSHE
- Ensure that key vocabulary is determined for each year group
- Inspire learning
- Ensure that all plans include strategies for equity in teaching including strategies to support disadvantaged pupils.
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

Policy Review

- This policy was last reviewed: Autumn 2021
- Date of next review: Autumn 2024



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.

HARLINGTON AND SUNDON LOWER SCHOOLS

Resilient Learners with:

- an enterprising attitude
- resilience

Self-reliance and able to:

- communicate in different ways in different settings
- work in partnership and in teams
- take the initiative and lead
- solve problems
- develop a sense of control
- adapt well in different situations

Respectful Citizens with:

- self-respect
- a sense of physical, emotional and mental well being
- secure values and beliefs

Ambition and able to:

- show regard for the feelings, wishes and rights of others
- follow rules
- think and act in a positive way about themselves and others
- not interfere with other people's right to look, think or act differently because they respect their feelings



Responsible Citizens with respect for others and able to:

- make informed choices and decisions
- develop informed, ethical views of complex issues
- develop self-worth
- foster positive relationships
- manage their physical and social environment

Resourceful Learners with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement

Openness to new thinking and ideas and able to

- think creatively and independently
- learn independently and part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

