



Promoting fundamental British values as part of SMSC

At the Orchard the development of our three core values of *courage, determination and respect* underpin and run across our curriculum. These values help to promote and provide pupils with the skills and attitudes they will need to be active and responsible citizens of the future.

Alongside our school values, we fully support the development of what have come to be known as fundamental British values. These are;

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

The Spiritual, Moral, Social and Cultural learning (SMSC) embedded into our school culture challenges opinions or behaviours that are contrary to these values (please see our SMSC policy). As part of a rich and creative curriculum, we support the development of British values from Reception to Year 2 in a number of ways:

1. Democracy

- Philosophy for Children - pupils learn how to ask thoughtful and relevant questions, to agree and disagree respectfully with their peers and to express and listen to different opinions with consideration for others.
- Class 'votes' - for school council representatives, to make democratic decisions on class based issues
- Promotion of 'fair' systems, where pupils are all given the same opportunities, share available resources and take turns
- Developing an understanding of Britain's democratic parliamentary system - sharing and appropriate discussion of relevant local, national and global events

2. Rule of Law

- Unicef Rights and Responsibilities Agenda - All pupils involved in creating class charters that list a range of 'do's' and provide a positive framework for class and playground behaviour
- Our school rules - introduced in whole school and class assemblies and referred to throughout learning and playtimes - a clear 'shared' language
- The Orchard's 6R teaching and reward system - promotion of responsibility, resourcefulness, reasoning, reflection, resilience and respect

- Taking on positions of responsibility within the class e.g recycling monitor
- Respecting the consistency of rules, routines and expectations throughout the school
- Clearly displayed consistent messages about learning and behaviour expectations

3. Individual Liberty

- All pupils feeling encouraged and safe to be themselves and express their opinions, likes and dislikes in a respectful way
- Unicef Rights and Responsibilities Agenda - 'I have a right to freedom, privacy and education. I have a responsibility to respect other people's freedom, privacy and education.'
- Philosophy for Children - pupils learn to form and value their own opinions whilst listening to the voices of others and understand that their ideas and feelings are all valid and to be respected
- Show and Tell - sharing what it is to be a unique individual, with interests and ideas and skills that may differ from other people
- Fun Friends PSE programme - pupils 'tune in' to their emotions and learn to manage them in a positive way; they learn empathy and respect for the feelings of others
- Dedicated PSHE teaching time - circle times, discussion groups, teamwork activities that all promote individual contribution and progress alongside peer collaboration
- Celebrating similarities **and** differences - International Day, yearly timetable of faith celebrations, charity days that promote important issues

4. Respect and tolerance of those with different faiths or beliefs

- RE curriculum - multi-faith teaching, celebration of Diwali, Hannukah, Eid, Chinese New Year, Easter, Christmas, visiting different places of worship
- Christian values promoted during assemblies
- Forging of home-school links with pupils from different faiths sharing their traditions and practice at school
- PSHE teaching and learning: 'It's good to be me'
- Philosophy for Children - introducing and discussing faith based themes
- Global school links and charity projects - looking at the lives of people/children in contrasting and challenging circumstances