

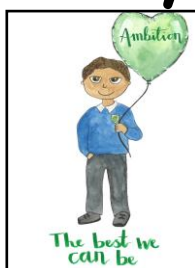
Grange Primary School



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Pursuing excellence for every child

SMSC and British Values Policy



Introduction

This policy outlines the teaching, organisation and management of the delivery covered at Grange Primary school. The school's policy for SMSC is based on the Department for Education's 'Promoting British values as part of SMSC in schools'. The implementation of this policy is the responsibility of all the teaching and support staff.

Vision statement

'At Grange we aspire to '

- Build confident, respectful children with an understanding of self-worth.
- Embedded a strong understanding of right a wrong and encourage children to show initiative and take responsibility for their behaviour.
- Create children who have an understanding of their own and other rights.
- Give children the opportunities to acquire an appreciation of different cultures and their traditions.
- Allow children opportunities to participate in democratic processes and gain an understanding of how democratic process work and how people are elected to represent them.
- Inform children of their rights and how these are protected by law for their safety and well-being.
- Give children opportunities to discuss their faiths and beliefs and an understanding that their beliefs are accepted and tolerated.

Aims

The aim of the Policy is to increase all children's access to opportunities which are embedded in the policies visions.

Children deserve:

- to know their rights
- to feel valued and accepted regardless of religion or beliefs.
- to have an understanding of others.
- to be given the opportunity to become active members of society.

Promotion of British Values

Grange Primary School approaches the promotion of fundamental British values through everyday practise and the implementation of its SMSC calendar as well as the teaching and learning that occurs in our PSHCE curriculum. These British Values are: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief. Each is defined below and placed in a school context through the use of examples. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

In school we promote the importance of democracy through such things as:

- The free and fair electoral process for children's positions of responsibility.
- Pupils being encouraged to consider alternative pathways in lessons.
- Pupil Voice on key school decisions through processes including online whole school surveying.
- Pupils also elect peers to represent them in the school council.

Individual Liberty

Individual liberty suggests the free exercise of rights generally seen as outside Government control.

In school we promote the importance of individual liberty through such things as:

- The liberty afforded to pupils as they are involved creating the schools SMSC calendar.
- The abundance of extra-curricular activities and clubs, including extended studies.
- Pupils encouraged to voice views in lessons in a formative manner.
- Pupils offered autonomy over choices regarding reading materials within the school's scheme.
- Elements of choice in the school menus within healthy boundaries.

Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

In school we promote the importance of the rule of law through such things as:

- The school's behaviour policy.
- Marking and feedback, as well as homework, policies set clear boundaries which are explained clearly to students in the home school agreement.
- Accountability is stressed to all stakeholders including staff [teacher's Standards], children [Child Code of Conduct], and Governors.

Mutual Respect

The proper regard for an individual's dignity, which is reciprocated.

In school we promote the importance of mutual respect through such things as:

- The school's behaviour policy
- The Staff's Code of Conduct Policy
- School ethos statement
- Clear guidance on good behaviour around school.

- The publishing and enforcement of a smart dress code for students and staff [uniform]
- Wellbeing promotes mutual respect through the skills developed in sessions/assemblies and the repetition of related content across the curriculum.

Tolerance of Those with Different Faiths and Beliefs

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

In school we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- At Christmas we study different cultures and look at how this time is celebrated across the world.
- Acceptance of faith symbolism.
- Religious Studies taught to all children.
- Important Faith events are planned into the schools SMSC calendar.
- Faith assemblies.

Promotion of SMSC

The SMSC Calendar is used to ensure coverage of all four strands of the SMSC spectrum and plot events across the academic year and staff will be actively involved in creating the calendar. The Key principles of this calendar are as follows;

- One Charity event a term - chosen by the school council.
- One dressing up event a term- so that parents are not overloaded.
- Each term should strive for a visit from an external visitor to enrich the children's learning and experiences.
- Each Term will contain a Cultural Event
- When plotting events on the calendar all strands should be covered.
- Key stage assemblies to celebrate and respect dates of cultural importance from around the world.

These principles are not set to limit the promotion of SMSC across the school but enhance it. Ensuring that the events and opportunities provided are of good quality and do not overload curriculum time.

Teaching and Learning

As well as the additional coverage which is planned and provided through the creation of the SMSC Calendar, SMSC has been deliberately embedded into the schools PSHCE Scheme making explicit links wherever possible. It is also important to note that SMSC is not solely tied to the calendar and PSHCE lessons but delivered through daily practise of school life as it is embedded through the school's ethos.

The school values will also be promoted through the use of the house point tokens. Children will be rewarded for occasions when they have demonstrated one of the school's values with

a token to put in their house team's pot. This will be counted yearly and the children from the winning house team will be rewarded. This will enable staff to promote the values by sharing with the other children why they have received the tokens. Staff will also be able to receive tokens and children can suggest to other staff members if they think an adult deserves a token.

Links between SMSC and other subjects

Throughout the whole curriculum opportunities exist to extend and promote SMSC. When devising the SMSC calendar events are carefully planned with subject leaders to ensure events have a maximum sense of purpose and make meaningful links to teaching and learning wherever possible. Subject leaders should seek to take advantage of all these opportunities as these events can provide new opportunities to embed their subject across the school.

Records of SMSC Provision

It is the responsibility of the SMSC leader to collate SMSC evidence in a central digital file. This will be done through photography, children's work and the receiving of certificates. Any recording of evidence that links to another subject or the work of another member of staff will be shared with that staff member through the digital files.

SMSC Outcomes

Through our provision of SMSC we:

- ▶ enable children to develop their self-knowledge, self-esteem and self-confidence;
- ▶ enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- ▶ encourage 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 pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- ▶ further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- ▶ encourage respect for other people; and
- ▶ 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.

Knowledge expected of pupils as a result of schools promoting of fundamental British values.

- ▶ an understanding of how citizens can influence decision-making through the democratic process;
- ▶ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- ▶ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

- ▶ an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- ▶ an understanding of the importance of identifying and combatting discrimination.

Grange Primary School's values are:



Happiness - To be safe, cared for and confident. At Grange, happiness is fostered through a supportive and inclusive learning environment, where students are encouraged to pursue their passions and develop positive relationship.



Excellence - At Grange we dream big and aim high. Excellence is a core value at Grange, and we inspire our students to strive for their personal best in all aspects of their academic and personal lives.



Ambition - We aspire to be the best we can be. Ambition is celebrated at Grange, and we encourage our students to dream big, set goals, and take risks, supported by our dedicated teachers and staff, and a culture of perseverance and determination.

Respect - For ourselves, others and our environment. Respect is a fundamental value at Grange, and we cultivate an atmosphere of mutual understanding, tolerance, and acceptance, where everyone is valued and appreciated for their unique perspectives, backgrounds, and talents.



Togetherness - We believe that together everyone achieves more! Togetherness is a key aspect of life at Grange, and we encourage our students to collaborate, communicate, and work together towards common goals, fostering a sense of belonging and community that lasts beyond their time with us.

Resources

There is a range of resources to support the delivery of SMSC across the school. All classrooms have the school's behaviour system in place and the school's values on display. Any resources will be organised in a timely manner using the termly staff meeting to make staff aware of the things they will need. Events are marked out and recorded on the assembly and events calendar which is shared with all staff.

Management of SMSC:

Role of the Leader

- Lead, manage and monitor the implementation of the calendar and other events.
- With the PSHCE leaders, ensure the implementation of SMSC within the PSHCE curriculum were possible;
- Ensure that SMSC remains a high profile in the school's development work;
- Support teachers and staff in the implementation of SMSC;
- Work with subject leaders to develop cross circular links across the SMSC calendar;
- Prepare, organise and lead CPD with the support of the Head teacher;
- Work co-operatively with the nurture team
- Collect a wealth of evidence that show cases the implementation of SMSC;
- Attend CPD provided by LA (example Prevent Training);

Role of the Head teacher

- The head teacher has an overview of SMSC throughout school.

Virtually signed Chair of Governors Signature: *Mr S. Ryley*