



# Akroydon Primary Academy

Nurturing | Inspiring | Achieving

## Promoting fundamental British values as part of SMSC

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In November 2014 the DfE released advice for maintained schools about promoting fundamental British values as part of SMSC in schools. In the document, the DfE states: 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. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

**Through their provision of SMSC, schools should:**

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, 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 cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The document sets out "the kinds of understanding and knowledge that can be expected in pupils" as a result of schools meeting the standard to respect 'fundamental British values'.

These include:

- 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 well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the court maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law, and 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.
- An understanding of the importance of identifying and combatting discrimination.

## How we promote British Values:

<p style="text-align: center;"><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Children are involved in drawing up and agreeing on a set of class rules at the beginning of each academic year.</li> <li>• Two school councillors are nominated and elected by class members each academic year in years 3 to 6.</li> <li>• The school council meets regularly to discuss e.g. issues raised in class.</li> <li>• Pupils are given opportunities to put their views forward in pupil questionnaires.</li> <li>• Children are regularly asked to vote on issues in the classroom.</li> <li>• Year 6 complete a questionnaire giving their views of the school prior to leaving.</li> <li>• Assemblies e.g. Democracy, The General Election</li> <li>• Children are also given opportunities to voice their own opinions in class discussions and debates.</li> <li>• Election week activities in class such as writing manifestos, campaigning.</li> </ul>	<p style="text-align: center;"><b>The Rule of Law</b></p> <ul style="list-style-type: none"> <li>• The importance of laws or rules, whether they be those that govern the class, school or country are consistently reinforced.</li> <li>• Children are involved in drawing up and agreeing on a set of class rules at the beginning of each academic year. During these discussions pupils are taught the value and reasons behind having rules and laws.</li> <li>• Children are also taught the school rules. There are a set of rewards and sanctions displayed so that children learn there are consequences when rules/laws are broken.</li> <li>• Visits from authorities such as the Police and Fire Service help make children aware of and respect the laws of England.</li> <li>• If children are involved in inappropriate behaviour outside of school we liaise with e.g. YOT, Community Police Officers.</li> <li>• Assemblies with a focus on rules and appropriate behaviour</li> </ul>
<p style="text-align: center;"><b>Mutual respect and tolerance of those with different faiths and beliefs</b></p> <ul style="list-style-type: none"> <li>• The R.E. curriculum follows the locally agreed syllabus which includes the study of all major religions.</li> <li>• Assemblies inform pupils of the beliefs and traditions of different religions and celebrate their major festivals. In EYFS children study a Festivals theme including celebrations of e.g. Chinese New and Diwali.</li> <li>• Assemblies and P.S.H.C.E. lessons cover themes such as bullying, respect.</li> <li>• Positive relationships are modelled and encouraged e.g. certificates awarded for speaking politely, helping other people.</li> <li>• Inappropriate behaviour challenged e.g. incidents of bullying with definitions of bullying displayed in classrooms.</li> <li>• Anti-bullying week deals with various forms of bullying.</li> </ul>	<p style="text-align: center;"><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Within school pupils are encouraged to make choices; have their own opinions and beliefs and express themselves in a manner of their choosing.</li> <li>• Whether it is through choice of e.g. learning challenge, of how to record, of participation in various Golden Time and extra-curricular activities, pupils are given the freedom to make choices.</li> <li>• We educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely through e.g. P.S.H.C.E. and eSafety</li> <li>• Children are also given opportunities to voice their own opinions in class discussions and debates.</li> <li>• Children are given the opportunity to discuss concerns with e.g. Principal, Acting Assistant Principal and the Family Intervention Officer. Photographs of people to talk to are displayed in classrooms.</li> </ul>

## **British Values as part of the curriculum.**

### **English**

- The study of literature goes hand-in-hand with the exploration of different people, places, culture and social groups and as such promotes understanding and tolerance. Being able to empathise with others and examine situations and settings outside of the pupils' own experience is a skill which is explicitly taught.
- The methods employed in English lessons encourage tolerance and respect. Pupils are expected to listen to and respect each other during group discussions and debates and to work co-operatively.

### **Maths**

- The maths curriculum promotes tolerance and mutual respect. Pupils work together to support each other.

### **Science**

- Practical activities in Science require pupils to work together and thereby develop mutual respect and tolerance.
- Individual liberty, tolerance and mutual respect are also promoted when topics are taught that involve different views/ethics such as animal cruelty. Democracy is taught through discussions and debates on such issues.
- Pupils are taught the importance of having rules which protect their safety when carrying out experiments.

### **P.S.H.C.E.**

- British values are embedded throughout the P.S.H.C.E. curriculum. Pupils examine and identify strategies to deal with a range of pertinent issues. They develop their own self-esteem and self-respect which in turn make them more able to treat others with mutual respect.
- The P.S.H.C.E. curriculum enables pupils to understand and appreciate the role of rules and laws in our society. They learn to appreciate their own individual liberties and the liberty of others, generating tolerance and understanding. Pupils learn about the nature of democracy and ways in which they can participate in the democratic process.

### **History**

- Key Stage 1 pupils study the lives of significant historical figures such as Florence Nightingale, Guy Fawkes and James I and key events in British history e.g. such as the Gunpowder Plot
- In Key Stage 2 key periods in British history are taught. Lower Key Stage 2 study the Stone Age to the Iron Age. The Roman Empire and its significant figures and their impact on Britain are also studied in Lower Key Stage 2. Upper Key Stage 2 studies the Anglo Saxons, Scots and Vikings. They also study Britain since 1930 which includes significant turning points in British History.
- As a school each year we commemorate Remembrance Day with an assembly, the wearing of poppies and a minute's silence. We have marked several key events over recent years. For the Queen's Golden Jubilee we held a garden party. We celebrated the London Olympics in various ways including an assembly with a local Olympic Torch bearer as a special guest. In 2014 we marked the commemoration of the outbreak of the First World War with a musical performance of songs with a war time theme.

## **Geography**

- In Geography lessons pupils explore how and why places have developed and changed and the similarities and differences between different places and ways of life. This helps pupils to understand the diversity in people's backgrounds. Appreciating diversity encourages positive relationships, promoting mutual respect and tolerance.

## **Art and D.T.**

- Within Art and D.T. we promote tolerance and mutual respect by giving pupils opportunities to work in pairs or in groups, sharing ideas and resources. We also encourage pupils to support each other e.g. through peer assessment pupils give each other positive feedback and make suggestions as to how work can be improved.
- Through creative activities pupils develop a sense of enjoyment and fascination in learning about the world around them. A tolerance of different cultural traditions is promoted by enabling pupils to acquire an appreciation of and respect for different cultures and styles within Art.

## **Music**

- The music curriculum promotes teamwork through the use of ensemble performance and composition. Mutual respect and tolerance are fundamental parts of our ethos regarding audience etiquette. The music curriculum also promotes tolerance and understanding of other cultures by incorporating songs and music from different parts of the world.

## **French**

- Pupils gain an appreciation of French culture e.g. by taking part in the North Halifax 'Song for Halifax' Competition. They are encouraged to reflect upon the similarities and differences between the French and British way of life. This ensures they remain open to the world around them and tolerant and respectful of differences.

## **P.E.**

- Within P.E. lessons and all sporting activities pupils are expected to demonstrate respectful attitudes towards their peers. This forms the basis of sportsmanship and good teamwork which are essential for success. Mutual respect is important not only for people on the same team but also mutual respect of the opposition. This means pupils are expected to be gracious in defeat, showing sportsmanship both on and off the pitch.
- Rules, fairness and democracy are essential in P.E. and sport. Pupils are expected to play by the rules and adhere to the spirit of fair play.

## **I.C.T.**

- We aim for pupils to leave Akroydon Primary Academy with the ICT skills and behaviours needed to use the internet and ICT devices safely and effectively, thus equipping them for life in modern Britain.
- Pupils are taught about appropriate use of the internet and social media including the legal implications of e.g. posting offensive slanderous material and cyber-bullying. Pupils are taught how to engage in an online community positively and how to be respectful digital citizens, making clear the guidelines about the ethical use of the internet. They are given e-safety advice such as what to do if they are uncomfortable with any online behaviour or material they see.

- Pupils are taught the value and risks of using the internet such as how to select information from valid online sources that reflect different viewpoints.

## **R.E.**

We follow the locally agreed syllabus which involves the study of all major religions. Through learning about different religions and their practices pupils explore, gain knowledge and reach an understanding that people are at liberty to choose what they believe in and how they express their faith.

Pupils begin to identify similarities and draw comparisons between different faiths. For example they see that different religious festivals involve similar activities such as having special food, getting together with family and friends and wearing special clothes. They can understand what this means to people of different faiths because they have had some experience of these themselves. This understanding helps to develop mutual respect and tolerance.

Children are taught about the codes of conduct, rules, laws and expectations put forward by different religions and how these rules impact on the lives of people within those religions. Children are encouraged to think about any potential conflict between religious law and the law of the Government.

## **Monitoring and review**

### **Provision for SMSC is monitored and reviewed by:**

- Monitoring of lesson plans and the observation of teaching and learning.
- Work scrutiny
- Review of policy every two years
- Audit of Collective Worship practice.
- Audit of aspects of the extended curriculum (visits/clubs etc.)

The S.M.S.C., P.S.H.C.E. and R.E. Coordinators are responsible for monitoring and review alongside the school's management team.

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