



Social, Moral, Social and Cultural Education and British Values

Intent – We aim to...

"Compassion and Tolerance are not a sign of weakness, but a sign of strength"
Dalai Lama

raise the profile of the social and emotional aspects of learning and British Values status within our school.

ensure that all children have the opportunity to experience many 'real life' experiences whether that be onsite or out of school.

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Ensure that our children are more experienced on how to deal with specific situations and make informed decisions in later life.

Implementation – How do we achieve our aims?

Our curriculum has been carefully crafted so that all subjects are underpinned with effective links to SMSC, British Values and to build cultural capital in a meaningful and purposeful way for our children. It is taught not only through all subjects, in particular RE and PHSE, but also through the school ethos and collective worship. It supports all areas of learning and can contribute to the child's motivation to learn. Each week, the children engage in themed key stage assemblies, but also have class assemblies based on SMSC, British Values and cultural capital themes which are explored in depth and children are encouraged to give their own personal responses. This is achieved using Picture News to discuss current events in the news and discuss British Values that it links to.

Being part of Britain

As a school we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs throughout the year that are important to our local community. We also value and celebrate national, charity and sporting events. Learning about being part of Britain is also part of our school curriculum. In Geography and History, we ensure that the children have a better understanding of what Britain is, learning more about:

- capital cities and countries, rivers and mountains
- the local area, specifically the trade background of the town
- how 'Great Britain' differs from 'England' and 'the United Kingdom' where Britain is in relation to the rest of Europe and other countries in the world
- British history, Monarchs, rulers and significant events that defined society

Impact – How will we know we have achieved our aims?

All children understand the importance of SMSC and British Values and the effects it can have on life in and out of school.

Spiritual, Moral, Social and Cultural Development (SMSC), relates to the whole life of our school.

The spiritual, moral, social and cultural development of each child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school.

Effective development will be evident within the values and attitudes of the staff and children.

In later years, individual's appreciation of the life experiences and relationships with others will be enriched

The National Curriculum

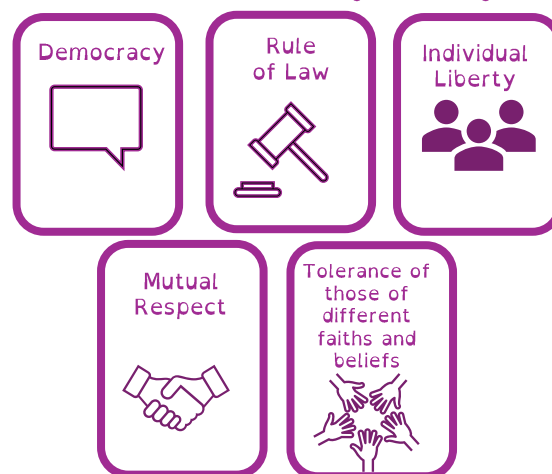
The government set out their definition of British Values in the 2011 Prevent Strategy. These were reinforced by the DfE in September 2014.

At Berry Hill Primary School children will encounter these values throughout everyday school life; in particular, our promotion of spiritual, moral, social and cultural through our curriculum, vision and values. We ensure that our children leave school prepared for life in modern Britain.

Protected Characteristics



Fundamental British Values



British Values Progression Grid



British Values encourages pupils to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

	Democracy	Rule of Law	Individual Liberty	Mutual Respect, Tolerance and Diversity
EYFS (Nursery and Reception)	<p>As part of the focus on self- confidence and self- awareness as cited in Personal, Social and Emotional Development: staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</p> <p>Staff support the decisions that children make and provide activities that involve turn, taking, sharing and collaboration.</p> <p>Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p> <ul style="list-style-type: none"> • Children can express an opinion • Children can begin to work as a team • Children can make choices 	<p>As part of the focus on managing feelings and behaviour:</p> <p>Staff ensure children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</p> <p>Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</p> <ul style="list-style-type: none"> • Children display their understanding of right and wrong. • Children can follow simple rules. 	<p>As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:</p> <p>Children should develop a positive sense of themselves.</p> <p>Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.</p> <p>Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.</p> <ul style="list-style-type: none"> • Children are developing an awareness of their own needs, views and feelings. • Children can talk about how they feel with support • Children can make simple decisions. 	<p>As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:</p> <p>Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.</p> <p>Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p> <p>Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.</p> <p>Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>

	Democracy	Rule of Law	Individual Liberty	Mutual Respect, Tolerance and Diversity
Year 1	<ul style="list-style-type: none"> Children express and are beginning to justify opinions. Children are developing skills to be able to work as a team. Children listen and begin to understand other people's point of view Children make choices and understand people may make different choices to them. 	<ul style="list-style-type: none"> Children know what is right and wrong and make the right choices Children can name some people who help them in school and in the wider community. Children understand the need for rules. 	<ul style="list-style-type: none"> Children are beginning to develop an awareness of their own needs, views and feelings. Children can talk about how they feel. Children are beginning to develop sensitivity towards the feelings of others. Children are able to make decisions for themselves. 	<ul style="list-style-type: none"> Children know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, Children know that people have things in common but everyone is unique. Children identify and respect the similarities and differences between people.
Year 2	<ul style="list-style-type: none"> Children express and are beginning to justify opinions Children understand that their own and others' views count. Children know the importance of teamwork Children can make choices and begin to understand and respect democratic processes. Children can ask and answer questions to help them form an opinion. 	<ul style="list-style-type: none"> Children know what is right and wrong and can apply this to their lives Children follow rules and explain why they are important Children know that everybody in a community has rights and responsibilities Children can say if a rule is fair. 	<ul style="list-style-type: none"> Children can be sensitive to respect the feelings of others. Children can make decisions and begin to understand the repercussions of their choices. Children understand that they are responsible for their choices and behaviour. 	<ul style="list-style-type: none"> Children know what mutual respect is Children understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays

	Democracy	Rule of Law	Individual Liberty	Mutual Respect, Tolerance and Diversity
Year 3	<ul style="list-style-type: none"> Children begins to understand that the term democracy means to have your say. Children can explore ways to express own opinions and campaign for a democratic change (school council, pupil voice). Children can take part in delivering their desires powerfully through argument, persuasion, fact and opinion. Children can say what makes a good leader. Children know how to take part in a fair vote. Children can take part in Q and A to help them to form an opinion. 	<ul style="list-style-type: none"> Children understand that there are different rules in different places Children can explore and make rules, learning their value and purpose Children know that everyone in our community has rights and responsibilities and understand the importance of rules in different communities. 	<ul style="list-style-type: none"> Children know what freedom is Children are aware of their own needs, views and feelings. Children can use encouragement when respecting everyone's differences. Children explore ways they are free to be themselves Children can describe their individual personality Children consider the hopes and dreams that they have 	<ul style="list-style-type: none"> Children describe how to welcome people and practice being welcoming Children think about what different people in Britain are like Children recognise their own strengths Children show respect for other people's differences
Year 4	<ul style="list-style-type: none"> Children can write a short speech about my attributes to lead a democracy. Children can take part in a fair vote and say why it was fair. Children can explore ways that they can express their opinions and campaign for democratic change. Children can take part in Q & A and a debate. 	<ul style="list-style-type: none"> Children can think thoughtfully about why rules are needed, explaining this to somebody else. Children can say why rules are needed, explaining this to somebody else. Children can show respect for the law and the basis on which it is made. 	<ul style="list-style-type: none"> Children celebrate uniqueness of each individual and the power of being different Children understand ways to help others to be free to be themselves. 	<ul style="list-style-type: none"> Children know what diversity is Children show respect for other people's differences and understand how people's lives may be different

<p>Year 5</p>	<ul style="list-style-type: none"> • Children know what democracy is and why it is important. • Children can articulate ways that our school school community is a democracy • Children can suggest ways in which being part of a democracy has resulted in positive change • Children can take part in Q & A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion. 	<ul style="list-style-type: none"> • Children can think about why we have the rule of law. • Children can explore rules, learning their value and purpose. (school council, pupil voice) • Children can say what injustice looks like • Children understand that living under the rule of law protects individuals. 	<ul style="list-style-type: none"> • Children can explore the right to live in freedom and individual liberty • Children can explore the idea that we need to allow other people to have liberty • Children understand that individual liberty has to be within the rules • Children explore their own individual liberty to be who they want to be (within the rules) • Children understand they have the right to make choices. 	<ul style="list-style-type: none"> • Children understand how all people are equal and different • Children know what prejudicial or discriminatory behaviour is • Children discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations,
<p>Year 6</p>	<ul style="list-style-type: none"> • Children know what democracy is, why it is important and why it matters • Children can write and deliver a short about ideas to improve life, taking into account others' views • Children can take part in a Q & A and a debate, representing different viewpoints and delivering their desires powerfully through argument, persuasion, fact and opinion • Children can explain how democracy has changed over time 	<ul style="list-style-type: none"> • Children can suggest new rules and explain how they will make our school community better • • Children can say if there has been an injustice and argue their point appropriately • Children can understand and appreciate the role of the Police in a democratic society 	<p>I can explore the UN Children's Rights</p> <ul style="list-style-type: none"> • I can explore my own individual liberty to be who I want to be (within the rules!) • I understand that I have the right to make changes and can use my skills to implement change 	<ul style="list-style-type: none"> • Children know what tolerance is and why it is important • Children understand how all people are equal and different • Children challenge prejudicial or discriminatory behaviour • Children discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations

Spiritual, Moral, Social and Cultural Development

SMSC

SMSC stands for **spiritual, moral, social and cultural development**. All schools in England must show how well their pupils develop in SMSC. As part of work in this area, it meets Article 2 for the Rights of the Child where they apply to every child without discrimination.

At Berry Hill we aim to cover these crucial areas for development across our broad curriculum.

Spiritual:

In November 2019 Ofsted defined that the spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

At Berry Hill we will explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral:

In November 2019 Ofsted defined that the moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

At Berry Hill we aim to enable children to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social:

In November 2019 Ofsted defined that the social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Berry Hill we aim to equip children to Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Spiritual, Moral, Social and Cultural Development

Cultural:

- 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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, musical, 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 and respect diversity.

This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Berry Hill we aim to teach children to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.