

PROMOTING FUNDAMENTAL BRITISH VALUES AS PART OF SMSC IN SCHOOL

	Examples of promoting Fundamental British Values through SMSC within year group	Examples of promoting Fundamental British Values through SMSC across school.	Future ideas for promoting Fundamental British Values within year group.
EYFS1	<p>Encouraging good manners. Nurture groups/interactive music/SEAL – develops self-confidence/self-esteem. Always use the language of “right thing”/”wrong thing” with behaviour management. Whole group targets/incentives. Respects for teachers/grown- ups – topics on people who help us. Birthdays/Christmas Party. Teach around Diwali/Chinese New Year/Eid/Christmas/Easter. Voting for favourite story/ vote for treat and for child led learning – we value their voice. Baking linked to cultural celebrations. Rights and responsibilities.</p>	<p>Rights and responsibilities. All use the same language linked to ethos of the school. Behaviour Policy consistent. Enterprise Week. Displays. Community links/international links. Tesco – Farm to Fork – local links. Chickens/Eco monitors etc – responsibilities. School Council to include pupil voice.</p>	<p>Celebrate St. George’s Day and other saints. Polish celebrations? Ukranian? – linked to children in the cohort. Writing – languages. Open door policy for parents/carers – inviting them to come in and parent share. Signs to stop parents/carers bringing mobile phones into school .</p>
EYFS2	<p>Voting for class treats/stories/ interests for table top activities. SEAL – how we run our classroom fairly, showing respect for others, listening to others ideas, valuing others opinions. Class rules – rights and responsibilities – looking after the classroom and the environment. Bonfire Night/Guy Fawkes. Celebrating Diwali/ Chinese New Year.</p>	<p>Baking Club re British food. Let’s Get Cooking for Year 6 pupils. Roast Dinner day each Wednesday in school. School Council/ House Captains/Peer Mediators/Spanish Captains. British Tea Party for Colombian visitors.</p>	<p>Discussions about the Royal Family linked to certain events e.g. birth of royal baby. London sights. British Tea Party. Traditional dancing – May Pole/Morris Dancing.</p>
Y1	<p>Visit to Rise Park Church. “All about Me” – homework. Russian Christmas/Christmas production. R.E – focus on different places of worship. Class votes – books, how class budget is spent. History topics including Marry Anning – tackle discrimination. Anti- Bullying – how to fill a bucket example. Investors in Pupils Targets – respect for others. What I want to be when I grow up – tackling discrimination..</p>	<p>Investors in Pupils – class charters. Rights and responsibilities. Multi faith calendar linked to assemblies. Behaviour Policy – red/amber/green. School Council etc.</p>	<p>SRE curriculum. Age appropriate discussion on election day. Discussion and voting on “end of year” class treat. Continuing work on Elmer – tackling discrimination.</p>

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Y2	<p>Around the World Topic/theme. SEAL group for helping children to deal with and resolve conflict. Teamwork during Golden Time and social skills developed through focused activities. Involvement in Harvest Festival and Food Bank distribution.</p>	<p>Democracy Peer mediators/School Council/Buddies – pupils chosen through democratic process which influences decision making. Pupil voice through Spanish Captains/ Eco monitors. School Council – argue and defend point of view. Involved in interview process. Pupil surveys used for a range of reasons to help understanding of democracy. Team work – House Assembly/P.E sessions/Outdoor team building cards/ Commando Joe/ Play leaders and Playground groups KS1 with AGF and LL. Extra- curricular clubs.</p> <p>Rule of Law Differences between right and wrong Rights and responsibilities – school rules. Happy/sad side of board. Circle time discussion/Individual behaviour management. Restorative justice used in detention and by individual teachers to use with issues. Visits from the police.</p> <p>Individual Liberty To understand rights and responsibilities. Class rules/Behaviour book and rewards. Circle time discussions.</p> <p>Mutual respect and tolerance Spanish curriculum – understand Hispanic culture. Equality Policy and action plan. International policy. Twinned with Colombian school – shared through Blog and homework projects going to Colombian school. Languages theme week. Monitoring of bullying incidents.</p>	<p>More participation in community events. – KS2 Choir already do this. Are there any other community linked activities we do or could do to become more involved? Working between the schools in the locality?</p>

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Y3	<p>Understanding differences between religions – Sikhism.</p> <p>Tolerance of people’s differences through R.E, SRE and Geography topics – Caribbean culture, food, stories from other cultures. E.g. Gregory Cool.</p> <p>Knowledge of democratic process – discussing upcoming elections.</p> <p>Nottingham Contemporary visits/workshops- demonstrating respect for others work.</p> <p>Rights and responsibilities – decided by children.</p> <p>E safety through computing scheme.</p> <p>Personal safety – Dogs Trust/Road Safety.</p>	<p>Voting for School Council, name of newspaper, spending class budget.</p> <p>House Team activities – celebrate diversity.</p> <p>School rules/behaviour policy/home-school agreements.</p> <p>Pupil voice through school council/pupil involvement in interviewing new staff.</p> <p>Positive behaviour reinforced through celebration of achievements.</p> <p>Visits from authorities such as CSO (Parents Evenings) and the Fire Service.</p>	<p>Opportunities to challenge the views of others in a safe and respectful way – debates at class level.</p> <p>Allow children to choose the level of challenge in some levels – where and when appropriate.</p> <p>Use of First News – watching news programmes such as Newsround.</p>
Y4	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of , and respect for, their own and other cultures.</p> <p>Above covered through ERACISM/RCA program.</p> <p>Acceptance that other people have different faiths.</p> <p>Places of worship through R.E unit.</p>	<p>An understanding of how citizens can influence through class votes, school council, whole school voting, school council meetings and discussion of ideas.</p> <p>Whole school ethos of encouraging pupils to accept responsibility for their actions.</p> <p>Rights and responsibilities displayed in the classroom.</p>	<p>Self- knowledge, esteem and confidence will be developed through PSHE, SRE and SEAL.</p>
Y5	<p>Pupils reflect about their own beliefs and perspectives on life...</p> <p>Catholic religion.</p> <p>SEAL sessions</p> <p>The Bible and its importance to Christians.</p> <p>Show an interest in investigating and offering reasoned views about moral and ethical issues...</p> <p>Primary Parliament</p> <p>PSHE sessions</p> <p>Apartheid in Journey to Jo-burg – English.</p>		

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Y5	<p>Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities. Sports Day Guitar performances Robin Hood "Play in a Day".</p> <p>Recognise the difference between right and wrong, understand that actions have consequences... Discussions with pupils around any incidents that occur. Whole school behaviour system/policy. Rights and responsibilities. Road safety work/Road safety Quiz. Sex and Relationships Education. The Great Project re healthy relationships.</p> <p>Co-operate well, celebrate diversity and resolve conflicts effectively. Stories from around the World in English. SEAL – Getting on and Falling Out. RE curriculum. Learning mentor support.</p> <p>Engage positively with life in a democracy. Elections for school council and eco monitors. Sports Ambassadors. Active use of pupil voice e.g. class ideas taken to school council meetings, pupil questionnaires. Awareness of and discussion around general election.</p> <p>Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain. 1950's immigration to Britain.</p>	<p>Sports day – competitive sport. Involvement with Christmas production. Rights and responsibilities. E safety promotion. House Team activities e.g Enterprise Week Elections for school council and eco monitors. Active use of pupil voice e.g. class ideas taken to school council meetings, pupil questionnaires.</p> <p>Fund raising for local, national and international charities e.g. Operation Christmas Child, Children in Need, Comic Relief, Sport Relief.</p> <p>Harvest Festival – Food Bank.</p>	

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Y5	<p>Older literature studied in English e.g. Tom's Midnight Garden. Nottingham Castle work linked to Medieval Britain. Muslim beliefs in R.E Artist study – Lowry Music through time – 1950's music linked to topic.</p>		
Y6	<p>The Normans – voting for a new king. Islamic civilisation – discussion about ancient civilisation and their legacy. Democracy – language. Maths – architecture. Trading –travel/exploration. How our traditions/beliefs/values etc have been derived from many cultures. Integration.</p>	<p>“Growing your Own” – School Allotment. Self Sufficiency – keeping chickens, producing own eggs (farming tradition). Keeping pets – Brandy the rabbit/chickens – shared information in assemblies. School Council voted for and chosen by the pupils. Choose activities for whole school for e.g. Comic Relief.</p>	<p>Could we link citizenship to school's Rights and Responsibilities?</p>

