

SMSC in Marden Primary School

We should all be instilling **fundamental British Values** through our SMSC provision.

Value	Evidence in the curriculum or our school ethos
<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence; 	Self and peer assessment; rewards - stickers, star pupil award badges, house points, house point certificates etc; behaviour ladder; sharing work with others; circle time; positive reinforcement/praise; encouraging children to share; Lego therapy; interventions
<ul style="list-style-type: none"> enable students to distinguish right from wrong and to respect the civil and criminal law of England; 	Behaviour charts; class rules; school rules; visitors: police etc; SEAL; involvement in school council issues and decisions; <i>Secrets of Success</i>
<ul style="list-style-type: none"> encourage students 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; 	Harvest festival - boxes of food given to local elderly; 3 charities per year organised by school council; school events - summer fair, trips and outings; choir sings at local/village events such as picnic in the park; children to accept responsibility for looking after their classroom and school environment; establishing a link with a school in Malawi; Class pets/school rabbits; Geocaching
<ul style="list-style-type: none"> enable students to acquire a broad general knowledge of and respect for public institutions and services in England; 	Safety in action workshops; links with air ambulance; visitors - police, fire brigade; church visits; museum visits; use of public transport; dog safety talks; library visits and links
<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; 	Black history day; RE scheme introduces a range of religions; MFL day; Gypsy Roma Traveller community; topic work; link with the church - family trust assemblies; understanding of the world/PSED (EYFS); World Faith celebration day
<ul style="list-style-type: none"> encourage respect for other people; 	Model behaviour from adults; positive behaviour management; assemblies; positive behaviour management; school rules; classroom charters
<ul style="list-style-type: none"> 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 	Class council votes; debates within class/curriculum; behaviour charter was developed with the children; introduction of house captains September 2015 - whole school voting, hustings, speeches etc.

The children should be able to have:	Evidence in the curriculum or our school ethos
<ul style="list-style-type: none"> an understanding of how citizens can influence decision-making through the democratic process; 	School council; house captains elections
<ul style="list-style-type: none"> an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; 	Behaviour charter; class rules; school rules; e-safety; health and safety; PSHE
<ul style="list-style-type: none"> 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 courts maintain independence; 	Year 6 'Bringing life to Law' workshop; school council - children raise issues and then ensure that actions are carried through
<ul style="list-style-type: none"> an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; 	RE curriculum; assemblies
<ul style="list-style-type: none"> 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 	RE curriculum; assemblies; experience other cultures during topic to promote tolerance; World Faith celebration day
<ul style="list-style-type: none"> an understanding of the importance of identifying and combatting discrimination. 	School rules; concerns box; sanctuary; anti-bullying week; PSHE curriculum; Black History day; RE curriculum; themes within English; topic coverage.