

## Promoting British Values

### **How we actively promote fundamental British values at Thistly Meadow Primary School through our spiritual, moral, social and cultural curriculum activities.**

At Thistly we aim to develop all pupils through spiritual, moral, social and cultural activities (SMSC). Through this knowledge, pupils can become confident individuals who appreciate their own worth and that of others. We encourage pupils to ask questions about life, religion faiths. We aim to teach about the United Nations Convention on the Rights of the Child and not only use this to teach about children's rights but the rights for everyone. We also aim to model rights and respect in all our relationships between teachers/ adults and pupils; between adults and between pupils.

We want to support all of our pupils to become successful citizens in the 21<sup>st</sup> century. Our curriculum and wider school activities provide our pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and personal behaviour. Our commitment to SMSC is built on the school's commitment to help our pupils to develop a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We aim for our curriculum and school activities to ensure children becomes valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background and leave school fully prepared for life in modern Britain.

Our 'R' time PSHE lessons, assemblies and whole school initiatives build upon teaching all pupils to respect themselves and each other; treating each other with respect and tolerance, regardless of their background.

### **Demonstrating democracy**

We promote democracy through continually seeking opportunities to promote the pupil voice, through our pupil groups such as the School Council, Eco club. Pupils have opportunity to vote, take part in elections, questionnaires and also to contribute to school initiatives, changes, policies and development plans.

### **Demonstrating the rule of law**

Within our taught curriculum and school initiatives, we continually work with the pupils to review and improve our Behaviour and anti-bullying policies, the school rules for playtimes and lunchtimes as well as considering the law through visits from police or trips to Leicester's Warning Zone.

### **Demonstrating individual liberty**

Within assemblies, circle time and our curriculum we always seek for pupils to make individual choices in a safe, supportive environment. We strive to make the pupils curious about their learning both through the curriculum as well reflecting on their work. We have opportunities for pupils to comment and make suggestions, both in class and assembly as well as privately through suggestion boxes. We continually look for ways for pupils to tackle challenges and for them to have a choice over the variety of school activities including extra - curricular activities.

### **Demonstrating mutual respect**

This is developed through the school's ethos, values and beliefs as well as through our pastoral and emotional well-being and pupil responsibility through buddying systems, prefects, playground pals as well as shared working between classes.

### **Demonstrating respect and tolerance of those with different faiths and beliefs**

We promote this through our assemblies, circle times, RE and PSHE curriculum. We also have regular visits and visitors who promote different faiths and we participate in local, national and world-wide charity events.

### **Citizenship**

We aim to support pupils' development of citizenship through our fundraising initiatives, support for local, national and international projects. Our curriculum helps pupils to understand rights and responsibilities – their own and others' - as well as how society works and how they can play an active role both locally and globally. Our fundraising, internal work and understanding of international events as well as international links support this.

### **PSHE**

We support PSHE through pupils' development within our curriculum and pastoral support which helps them to lead emotionally confident, healthy and responsible lives as members of society. Thistly Meadow is a very busy school where we continually seek ways to equip our pupils with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. Our PSHE education draws upon 'R' time and SEAL materials and we incorporate the mindful approach to PSHE produced by Cambridgeshire Personal Development programme. These combined elements ensure that our curriculum is responsive to the pupils' needs as well as being full of surprise and challenge. Starting in the Foundation class, we aim to build on their own interests and aptitudes, confront big ideas that shape the world and give pupils the chance to make a difference and take on responsibility.

## **How RE at Thistly Meadow supports PSHE and SMSC**

### **RE – Spiritual**

Our curriculum helps pupils to consider and respond to questions of meaning and purpose in life, and to consider and respond to questions about the nature of values in human society. The curriculum and assemblies provide opportunities for pupils to be reflective about their own beliefs, religious or otherwise, to help them inform their perspective on life and their interests in and respect for different people's faiths, feelings and values. The curriculum encourages the use of imagination and creativity in their learning and provides opportunity for them to reflect on the learning experiences. Our school curriculum and school development priorities value imagination, inspiration and contemplation. There are many opportunities for pupils to reflect and to develop empathy and understanding of others.

### **RE – Moral**

Our RE curriculum helps pupils consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching, and enabling them to make responsible and informed judgments about religious and moral issues. Our curriculum helps pupils to consider the difference between right and wrong as well as developing understanding of the consequences of their behaviour and actions. Within assemblies and circle times, we provide opportunities for pupils to investigate and offer reasoned views about moral and ethical issues as well as being able to learn to understand and appreciate the viewpoints of others on these issues. Our pupils consider issues such as sustainability, environmental issues and fair trade as well as taking part in discussions and debates around moral and ethical issues. During 2015 – 16 we are also looking at the Rights of the Child and working towards the UNICEF Rights Respecting School Award in recognition of the work we do in helping our pupils to learn rights and respect in all areas of school life and to help them to make informed decisions and grow into confident, active and responsible citizens.

### **RE – Social**

Our RE curriculum helps pupils develop their sense of identity and belonging, and prepares them for life as responsible citizens in an increasingly diverse society. We aim to involve our pupils in school, community and international projects. Pupils work collaboratively within class as well as across year groups and our trips and residential in years 2, 4 and 6 provide opportunities for team building activities. Through the use of blogs we provide pupils with the opportunity to interact with pupils from different religious, ethnic and socio-economic backgrounds. Our business enterprise projects provide pupils with volunteering opportunities, cooperating well with others and being able to solve problems and resolve conflicts effectively. We also provide social skills small group work to provide additional support.

## **Re – Cultural**

Our RE curriculum helps foster pupils' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths. Our RE curriculum develops understanding of the cultural contexts within which our pupils and others live. We ensure that our school curriculum is creative and pupils are given opportunities to participate in and respond positively to artistic, sporting and cultural opportunities. We celebrate achievement and recognise gifts and talents within our weekly assemblies. Pupils have opportunity to embrace other cultures through visits and creative events and we also use aspirational and inspirational role models from different cultures. Cultural developments also include blogging, participation in cultural events, World Cup and Olympic Games activities, enterprise activities, school productions and assemblies, cooking competitions and cultural meal celebrations.

As well as learning about other faiths through participating in religious festivals to promote respect and tolerance of different faiths, our RE curriculum involves visits from people who help us, such as police and fire service who reinforce safety rules and law. Our International, Eco and School Council clubs also promote discussion and an understanding of democracy.

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