



# Christ Church Primary School, Hampstead

## Promoting British Values as part of spiritual, moral, social and cultural (SMSC) development

### The promotion of British Values at Christ Church School - context

The November 2014 DfE Guidance on 'Promoting British Values as part of SMSC development in schools' states:

*'All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values....'*

*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.'*

All our work at Christ Church School is guided and informed by our [mission statement](#):

***At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.***

***We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:***

- ***promoting the highest standards of teaching and learning***
- ***providing a rich and stimulating curriculum***
- ***encouraging the development of self-confidence, self-discipline and healthy living***
- ***developing a spiritual awareness***
- ***promoting a Christian ethos whilst respecting other people's faith***
- ***welcoming the involvement of parents and other members of the local community***
- ***expecting everybody to understand their own rights and take responsibility to respect the rights of others***
- ***expecting everybody to make a positive contribution to our school, the wider community and our planet***
- ***providing an environment where all feel safe from bullying and discrimination.***

***All our work is also guided by our Christian values of compassion, hope, simplicity, creativity, patience and understanding.***

The school has a wide-ranging and successful SMSC programme encompassing our school ethos, curriculum work, positive relationships within school, assemblies and collective worship, engagement with parents and families and enrichment activities, including visits and visitors. Please see our school self-evaluation document for more details of our full SMSC provision. Many of these SMSC activities aim to develop pupils' understanding of British values and prepare children for life in modern Britain.

### The promotion of British Values at Christ Church School – examples of activities

The table below seeks to set out how we teach, learn about and promote each aspect of the British values described in the DfE guidance (November 2014). It also sets out where further evidence can be found for each aspect.

Through their SMSC provision schools should:	Examples of how we do this at Christ Church School	Evidence
<ul style="list-style-type: none"> <li>- <b>enable students to develop their self-knowledge, self-esteem and self-confidence</b></li> </ul>	<ul style="list-style-type: none"> <li>- Positive behaviour policy, including way in which sanctions are implemented</li> <li>- Class assemblies/music assemblies/Arts Project/contributions to assemblies– regular opportunities to share and perform</li> <li>- My Amazing Family/Week in the Spotlight</li> <li>- PSHE curriculum and circle times</li> <li>- Rights Respecting Schools work</li> <li>- Pupil premium reading group – developing knowledge and reading for pleasure</li> <li>- Individual/tailored support for individuals – see case studies</li> </ul>	<ul style="list-style-type: none"> <li>- Positive Behaviour and Anti Bullying Policy</li> <li>- Right Respecting work – including level 2 accreditation self evaluation document</li> <li>- Case studies of individual support</li> <li>- PSHE pupil work</li> <li>- Amazing Family/Week in the Spotlight presentations</li> <li>- Evidence of impact of Pupil premium reading group</li> </ul>
<ul style="list-style-type: none"> <li>- <b>enable students to distinguish right from wrong and to respect the civil and criminal law of England</b></li> </ul> <p>Related knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of Positive Behaviour Policy, including discussions with parents where appropriate</li> <li>- Right Respecting charters</li> <li>- Assemblies and collective worship</li> <li>- Legal learning – Year 5 PSHE/C curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Positive Behaviour and Anti Bullying Policy</li> <li>- reflection sheets completed by pupils and incident forms</li> <li>- Assembly plans and resources</li> <li>- Right Respecting work – including level 2 accreditation self evaluation document</li> </ul>

<p>safety</p> <ul style="list-style-type: none"> <li>- 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, other such as the courts maintain independence</li> </ul>		<ul style="list-style-type: none"> <li>- PSHE/C work samples and planning</li> </ul>
<ul style="list-style-type: none"> <li>- <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of Positive Behaviour Policy</li> <li>- Rights Respecting work – ‘How can we make a difference?’</li> <li>- Children’s own fundraising ideas and how they put these into action</li> <li>- Charity events, e.g. Amala children’s home in India, UNICEF day for change</li> <li>- Campaigning activities, e.g. local development letters to Communities Minister, Outright campaign, local dog mess campaign</li> <li>- CREW – Christ Church Eco Warrior group</li> </ul>	<ul style="list-style-type: none"> <li>- Positive Behaviour and Anti Bullying Policy, plus children’s feedback</li> <li>- RRS assemblies and curriculum work around making a difference</li> <li>- Fundraising publicity and certificates etc</li> <li>- Campaign letters/Outright banners etc</li> <li>- CREW minutes and activities</li> </ul>
<ul style="list-style-type: none"> <li>- <b>enable students to acquire a broad general knowledge of and respect for public institutions and services in England</b></li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum work e.g. People who help us (Rec), Banking system (Y5) – including visits to school</li> <li>- Careers morning – Y5 and 6</li> <li>- Parents who share their work through Amazing Family presentations</li> <li>- Museum and library trips</li> <li>- School council debates in local town hall and meeting local councillor</li> <li>- Espresso news/First news – to develop understanding of current affairs</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples</li> <li>- Careers morning records and photos</li> <li>- My Amazing family presentations and feedback</li> <li>- School council debates photos</li> </ul>
<ul style="list-style-type: none"> <li>- <b>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</b></li> </ul> <p>Related knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	<ul style="list-style-type: none"> <li>- RE world faiths topics, including parent visitors, visits to places of worship, cooking and sharing in assemblies</li> <li>- Assemblies</li> <li>- My Amazing family/week in the spotlight presentations</li> <li>- Geography learning about other areas of the world</li> <li>- International food at Friends events</li> <li>- Arts Projects focused on different cultures</li> <li>- Rights Respecting Schools work, global citizenship focus</li> </ul>	<ul style="list-style-type: none"> <li>- RE curriculum overview</li> <li>- RE work samples and planning</li> <li>- Photos of trips to places of worship</li> <li>- Assembly plans</li> <li>- Geography curriculum overview</li> <li>- Geography work samples and planning</li> <li>- Arts projects – African art, folk dancing</li> </ul>
<ul style="list-style-type: none"> <li>- <b>encourage respect for other people</b></li> </ul> <p>Related knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- an acceptance that other people having different faiths of beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</li> <li>- an understanding of the importance of identifying and combating discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- Rights Respecting Schools work</li> <li>- Assemblies</li> <li>- Positive Behaviour Policy and implementation</li> <li>- Relationships in school, modelling of positive relationships</li> <li>- RSE, including discussion on stereotyping</li> <li>- Staff training on challenging homophobic language</li> <li>- Monitoring of behaviour incidents for patterns of discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- Learning walk evidence, including governor learning walk evidence</li> <li>- Feedback from workshop facilitators and supply teachers about pupils’ positive behaviour</li> <li>- Children’s behaviour survey</li> <li>- Equalities policies and plans</li> <li>- Stonewall school champions</li> <li>- Behaviour reports to governors</li> </ul>
<ul style="list-style-type: none"> <li>- <b>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</b></li> </ul> <p>Related knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- an understanding of how citizens can influence decision-making through the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>- PSHE/C curriculum work -Year 5 democratic process, including debating, drama workshops on elections</li> <li>- Persuasive writing topics</li> <li>- Espresso news/First news – to develop understanding of democratic processes</li> <li>- School wide annual school council elections (secret ballot, teaching about voting, ballot papers, ballot box, campaigning, hustings)</li> <li>- Class school council rep elections</li> <li>- ‘How can I make a difference’ ideas – including voting</li> <li>- School council trip to town hall for debate and to Houses of Parliament</li> </ul>	<ul style="list-style-type: none"> <li>- Work samples and plans – Y5</li> <li>- Persuasive writing topics from across the school</li> <li>- Evidence of school council votes and campaigns</li> <li>- Trips to local council and national parliament</li> </ul>