

# St Mary & St Pancras CE School (STMP)

## PROMOTING BRITISH VALUES AS PART OF SMSC PROVISION

<b>How do we do it at STMP</b> <b>(these are examples, the lists are not exhaustive)</b>	<b>Understanding &amp; knowledge that we expect to see</b>
<b>DEVELOP CHILDREN'S SELF-KNOWLEDGE, SELF-ESTEEM AND SELF-CONFIDENCE</b>	
<p><b>EYFS/KS1</b></p> <ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• Mentoring</li> <li>• Class charter</li> <li>• Trips</li> <li>• Cooking</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Class charter</li> <li>• Trips</li> <li>• Relationships and Sex Education</li> <li>• Junior citizenship days (Y6)</li> <li>• School journey</li> </ul> <p><b>WHOLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Healthy schools ethos.</li> <li>• Curriculum days e.g. Healthy schools day, Humanities day</li> <li>• Whole school music video</li> <li>• Celebrating inspirational people</li> <li>• School Council</li> <li>• Physical Education. E.g. cross country</li> <li>• School Choir and music ensemble performing publicly</li> <li>• Promoting and joining outside of school clubs e.g. Brownies, sporting clubs etc</li> </ul>	<p><b>LEARNING TO LIVE IN HEALTHY AND POSITIVE SETTINGS AS CHILDREN GROW UP, BECOMING HEALTHY AND WELL IN BODY, MIND AND SPIRIT</b></p>

<ul style="list-style-type: none"> <li>• <b>Class assemblies</b></li> <li>• <b>Daily prayers in class</b></li> <li>• <b>Behaviour management policy</b></li> <li>• <b>Friendship groups in playground</b></li> <li>• <b>Anti-bullying charter</b></li> </ul>	
<b>ENABLE CHILDREN TO DISTINGUISH RIGHT FROM WRONG AND TO RESPECT THE LAWS OF THE LAND</b>	
<p><b>EYFS/KS1</b></p> <ul style="list-style-type: none"> <li>• <b>Reading e.g. fairy tales</b></li> <li>• <b>Class trips e. fire station</b></li> <li>• <b>Humanities curriculum e.g. Pirates</b></li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• <b>Community support officer</b></li> <li>• <b>Child Line and NSPCC</b></li> <li>• <b>Reading e.g. Wolf Brother, animal farm</b></li> <li>• <b>Visit e.g. Royal Courts of Justice</b></li> <li>• <b>Humanities curriculum e.g. Victorian, Ancient Greece, Magna Carta</b></li> </ul> <p><b>WHOLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• <b>PSHCE and RE curriculum</b></li> <li>• <b>Worry box</b></li> <li>• <b>2 trusted adults for child’s wellbeing</b></li> <li>• <b>Positive rewards systems. E.g. Ladders, house points, stickers, celebration assembly, marbles</b></li> <li>• <b>Class charter</b></li> <li>• <b>Circle time</b></li> <li>• <b>Behaviour and safety charts in classrooms</b></li> <li>• <b>School displays that promote positive behaviour e.g. Restorative approach</b></li> <li>• <b>E-Safety promotion</b></li> </ul>	<p><b>LIVING UNDER THE RULE OF LAW PROTECTS PEOPLE AND IS ESSENTIAL FOR PEOPLES’ WELL-BEING AND SAFETY.</b></p>
<b>ENCOURAGE CHILDREN TO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOUR</b>	
<p><b>WHOLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school assemblies with positive behaviour modelled with a focus on Christian and British values</b></li> <li>• <b>RE and PSHCE curriculum</b></li> <li>• <b>Restorative approach</b></li> <li>• <b>Behaviour policy</b></li> <li>• <b>Home school agreement</b></li> <li>• <b>E-Safety agreements</b></li> </ul>	<p><b>CHILDREN UNDERSTAND THEY HAVE MADE A POOR CHOICE.</b></p>

**ENCOURAGE CHILDREN TO SHOW INITIATIVE AND CONTRIBUTE TO LIVES OF OTHERS LOCALLY AND IN SOCIETY MORE WIDELY**

**WHOLE SCHOOL**

- Charity fundraising
- Church assemblies e.g. Harvest,
- Participating in community projects e.g. Time capsule – CRICK institute
- Public performances by the choir and steel pans
- CSSA Sports
- Food to Market projects
- Comenius project
- Eco school award

**CHILDREN LEARNING TO LIVE SUCCESSFULLY AS PART OF A WIDER COMMUNITY.**

**ENABLE CHILDREN TO ACQUIRE A BROAD GENERAL KNOWLEDGE OF AND RESPECT FOR PUBLIC INSTITUTIONS AND SERVICES IN ENGLAND (E.G. SCHOOLS, THE POLICE ETC.)**

**EYFS/KS1**

- Visit to Fire station
- Visitors e.g., police,

**KS2**

- Junior Citizenship Day
- Royal Courts of Justice
- Camden Safer Communities workshops
- British history covered in the curriculum

**WHOLE SCHOOL**

- Ambitions day
- Workshops promoting responsibilities e.g. Power of One
- Regularly visit church and other places of worship

**AN UNDERSTANDING OF THE DIFFERENT AND SEPARATE POWERS BETWEEN DIFFERENT PUBLIC BODIES SUCH AS POLICE, ARMY, AND COURTS.**

**LEARN FROM THE EVENTS OF THE PAST TO UNDERSTAND THE DILEMMAS AND SOLUTIONS FOR TODAY'S ISSUES.**

**ENCOURAGE RESPECT FOR DEMOCRACY AND SUPPORT IN THE DEMOCRATIC PROCESSES**

**EYFS/KS1**

- See British Values in the Early Years document
- Debating activities

**KS2**

- Humanities curriculum e.g. Ancient Greece, Royal Courts of Justice
- PSHCE curriculum e.g. How the justice system works

**AN UNDERSTANDING OF HOW PEOPLE CAN INFLUENCE DECISION-MAKING THROUGH THE DEMOCRATIC PROCESS.**

<ul style="list-style-type: none"> <li>• Debating activities</li> </ul> <p><b>WHOLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• School council e.g. Nominations, votes, meetings, debates</li> <li>• Speaking and listening activities that promote healthy debate e.g. Conscience Alley</li> <li>• Black History focus</li> <li>• Celebrating inspirational people</li> <li>• International evening</li> <li>• Pupil feedback questionnaires</li> <li>• Website blogs</li> <li>• First News website and activities</li> <li>• Class activities; what does it mean to have a general election.</li> <li>• Pupil suggestion box ( school council)</li> <li>• Home-school agreement</li> </ul>	
<p><b>ENCOURAGE TOLERANCE AND HARMONY BETWEEN DIFFERENT CULTURAL TRADITIONS I.E. RESPECT FOR THEIR OWN AND OTHER CULTURES.</b></p>	
<p><b>KS1/EYFS</b></p> <ul style="list-style-type: none"> <li>• Topics aimed at celebrating similarities and differences e.g. Ourselves</li> <li>• Show and tell; celebrating cultural and religious differences.</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• RE; understanding how people’s religious beliefs affect their actions.</li> <li>• Texts; Malorie Blackman’s ‘Noughts and Crosses’</li> <li>• Parliament and Monarchy – Guy Fawkes Night</li> </ul> <p><b>WHOLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• RE and PSHCE curriculum</li> <li>• Music Day</li> <li>• Variety of resources – that celebrate diversity.</li> <li>• Gifts from around the world display – celebrating cultural diversity</li> <li>• School displays reflecting cultural diversity e.g. RE Display, humanities display</li> <li>• Visits to different place of worship</li> <li>• International evening e.g. International foods and cooking</li> <li>• Celebration of various cultural festivals</li> </ul>	<p><b>AN ACCEPTANCE THAT OTHER PEOPLE HAVING DIFFERENT FAITHS OR BELIEFS SHOULD BE ACCEPTED AND TOLERATED.</b></p> <p><b>AN UNDERSTANDING OF THE IMPORTANCE OF IDENTIFYING AND COMBATING DISCRIMINATION.</b></p> <p><b>AN UNDERSTANDING THAT THE FREEDOM TO CHOOSE AND HOLD OTHER FAITHS AND BELIEFS IS PROTECTED IN LAW.</b></p> <p><b>CHILDREN ARE REFLECTIVE ABOUT THEIR OWN LIVES AND THOSE ABOUT THEM.</b></p>

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| • <b>Class floor books</b> |  |
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