



WOODFIELD
PRIMARY SCHOOL

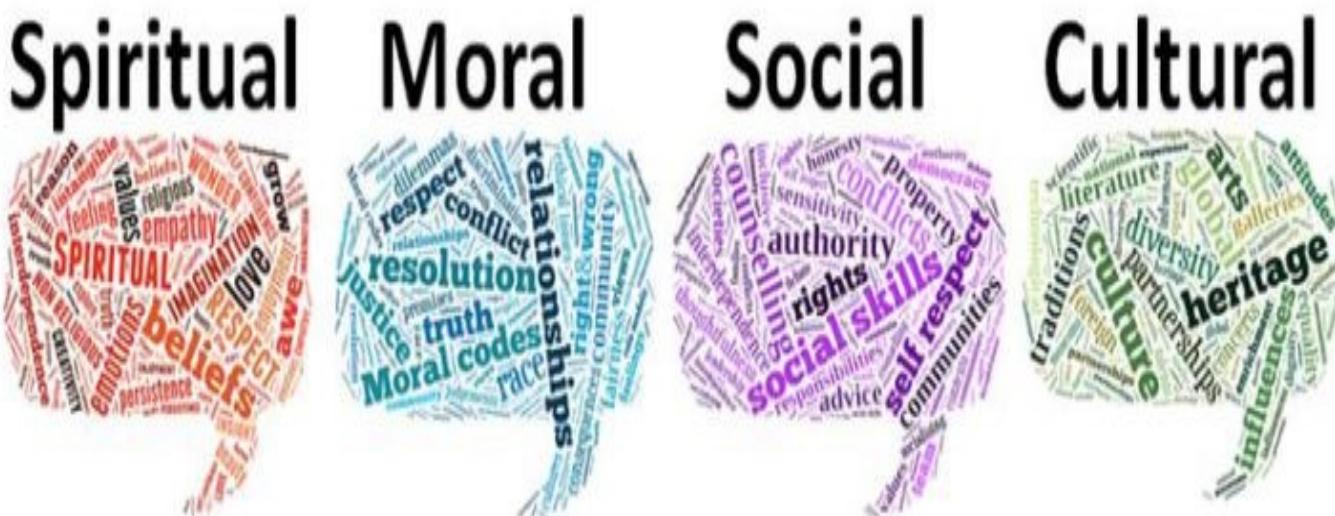
SMSC

& Fundamental
British Values

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SMSC
and
Fundamental
British Values
overview

The purpose of this document is to be a reference document for SMSC and Fundamental British Values (FBVs) at Woodfield. It includes definitions of SMSC as well as resources to aid with the understanding, teaching and implementation of a holistic and whole-school approach to the promotion of SMSC and FBVs. It also contains examples of the ways in which Woodfield explores and promotes these areas each year.



Policies linking to SMSC and Fundamental British Values

RSE policy

PSHE policy

Behaviour and Inclusion policy

Anti-Bullying policy

Anti-Bullying Peer on Peer Abuse policy

SEN policy

Equality statement

Why is SMSC so important?

SMSC is essential for children and young people's individual development, as well as the development of society as a whole and at Woodfield it is a priority and underpins a majority of what we do. Our SMSC provision works hand in hand with our PSHE curriculum in order to deliver a curriculum which is accessible to all and ensures that every pupil will know more, remember more and understand more about being a positive and successful part of our diverse society, both as a child and as an adult.

Ofsted highlights the importance of SMSC as central to the development and growth of pupils as people and at the heart of what teachers would say education is all about.

(Promoting and evaluating pupils' spiritual, moral, social and cultural development' OFSTED March 2004.)

Ofsted inspectors visiting a school always report on the quality of teaching and leadership. They are also looking for something extra - to consider children and young peoples' SMSC development.

It is a key area of inspection and under-developed SMSC provision will affect Ofsted's evaluation of a school's overall effectiveness.

What are fundamental British values (FBVs) ?

In 2014, the Department for Education told all schools to promote 'British values' and advised that this is done through SMSC.

Ofsted also require schools to promote 'British values' at every level including through their SMSC development, the curriculum and school leadership.

The fundamental British values are:

- democracy
- the rule of law
- individual liberty
- tolerance
- Respect



Our Fundamental British Values



Tolerance of different cultures and religions:

We care about, respect and understand everyone in our community and celebrate our similarities and differences.

Rule of Law:

We have respect for our school rules and the laws in our society.

Mutual Respect:

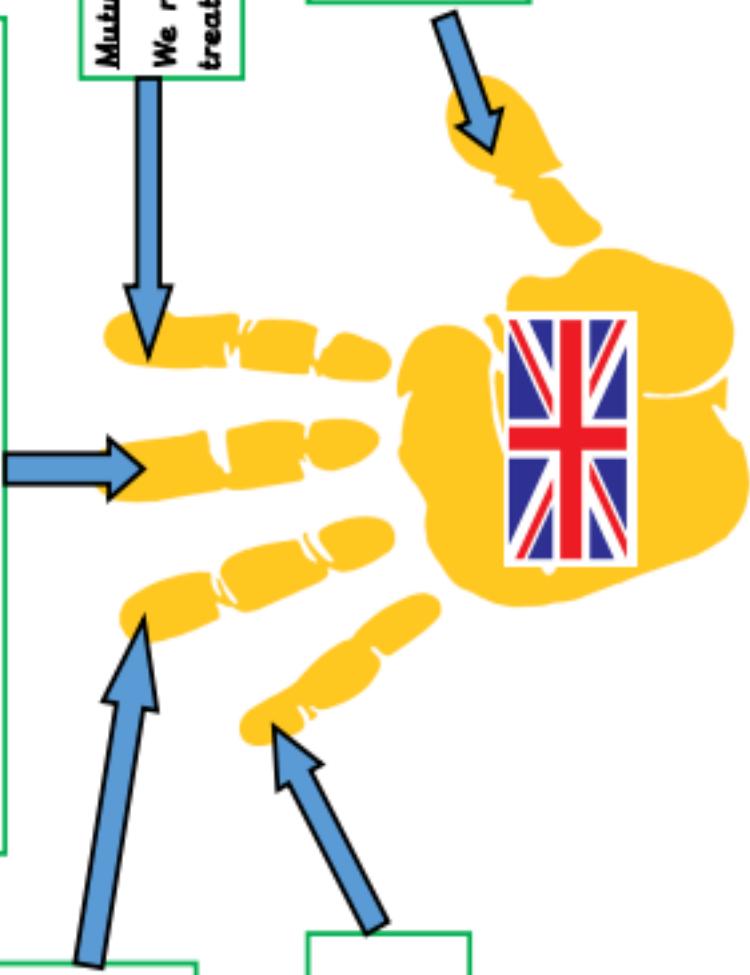
We respect others and expect to be treated with respect.

Democracy:

We all have a say and are listened to.

Individual Liberty:

We know we have rights and choices both in and out of school.



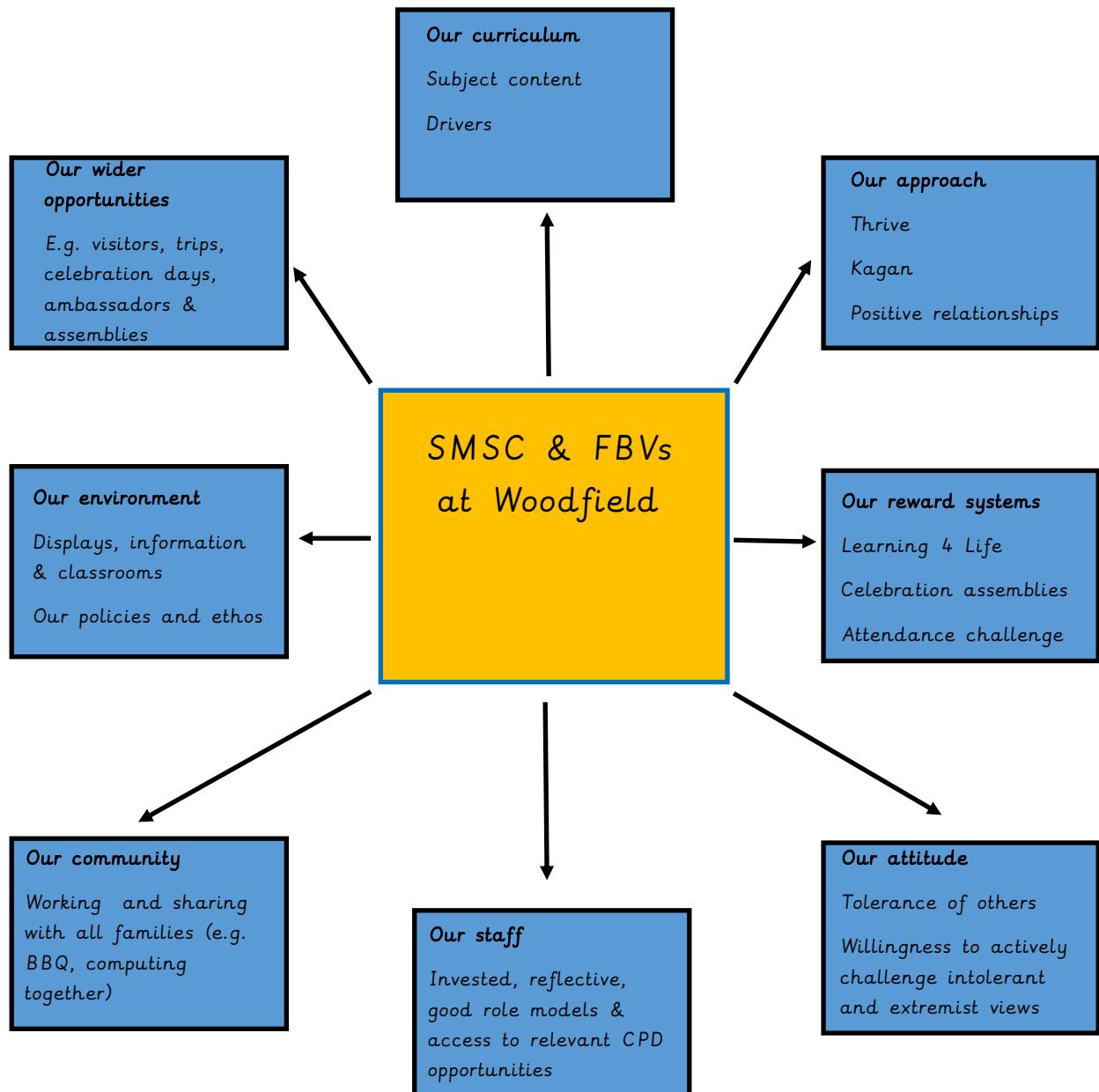
Woodfield: A place where we belong and are inspired to succeed and thrive.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values and challenging behaviour and attitudes that may contradict or undermine them. Through Woodfield's provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people and expect to be treated with respect too
- 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. (DfE 2014)

How do we promote SMSC and Fundamental British Values at Woodfield?

SMSC and Fundamental British Values are interwoven through everything we do:



Spiritual

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their own experiences.

Moral

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How do we promote SMSC and Fundamental British Values through our curriculum?

At Woodfield, we have an enriched curriculum where the views of our stakeholders influences its content.

Because of this, we are able to provide a curriculum that reflects the school, the children and the local community and in turn promotes SMSC and the FBVs.

The following pages contains each subject area and outlines how SMSC is promoted in each subject. It is by no means an exhaustive list and as lesson planning is often fluid dependent upon the needs of the children, it might not be accurate each year but it is an example.

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Mathematics	<p>By making connections between pupils' mathematical skills and real life.</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; e.g. world hunger, food waste and ecological issues.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing different social data e.g. on poverty and bullying.</p>	<p>By asking questions about the history of maths; for example, 'What did the Romans discover that we still use in maths today?'</p> <p>Using stories as a hook for different mathematical activities.</p>

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English	<p>In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language through the celebration of different texts and exploration of vocabulary.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p> <p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media, political issues and issues linked to the school and local community.</p>	<p>By telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p>	<p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p> <p>By providing opportunities for talk in a range of settings as well as the opportunity to work collaboratively within classes, phases and on bigger projects involving the whole school e.g. 'The Snowman' and 'Tuesday'.</p>

Subject	We promote <i>spiritual</i> development	We promote <i>cultural</i> development
Subject	We promote <i>moral</i> development	
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>Discuss questions about Earth and space and their formation.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p> <p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p> <p>By using opportunities during Science lessons to explain how to keep other people safe.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>

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<p>MFL – French is taught from Y3 upwards</p> <p>By exploring the beauty of languages from around the world through topic work and by learning French and knowing where around the world the French language is spoken.</p> <p>By exploring the way language is constructed.</p>	<p>By helping pupils to have an accurate and truthful understanding of the French culture.</p>	<p>By learning the skill of communicating in different ways.</p>	<p>By appreciating the language and customs of others.</p> <p>By learning ‘hello’ in a different language each month and greeting each other by it as well as learning facts about that country.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Diwali and Chinese New Year.</p>

Subject	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
History	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if The Mallard had not been made in Doncaster? By looking at the history of the local area and its impact.</p> <p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this in the local area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' , 'what would have turned a tragedy into a triumph?' etc.</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past, for example, What might pupils say about the rituals and society of the Mayans? Is it important that society looks after young children? Are there people in the world who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance or finding out about the toys and TV programmes of parents .</p>	<p>By exploring the history of Doncaster and the history around us – Yorkshire and Great Britain</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites in the local area e.g. Woodfield Park, National Railway Museum in York, Creswell Crags and National Coal Mining Museum in Wakefield.</p> <p>By looking at the impact of famous local people on their chosen profession e.g. Captain James Cook, Dame Judi Dench, The Brownlee brothers and Helen Sharman who represent the teams in our 'Learning for Life' scheme.</p>

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Geography	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. Antarctica and the Arctic in Yr1.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y3 and 4.</p> <p>By comparing their lives with pupils living in other countries or at other schools e.g Hill House School.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>By providing positive and effective links with the local community e.g. local secondary school.</p> <p>By considering social responsibility e.g. care for the environment.</p>	<p>By exploring cultures that have had, and still have an impact on the local area e.g. Polish, Romanian and Indian communities.</p>

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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity extending to include Judaism and Islam.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering ‘big questions’ about God and the world</p>	<p>By exploring morality including rules, teachings and commands such as The School Code of Conduct and The Ten commandments.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By exploring the qualities which are valued by our school through our core values of Create, Explore, Aspire, Engage and Respect as well as the Learning for Life skills.</p> <p>By asking questions about the social impact of religion at an age appropriate level</p>	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By considering different cultural expressions of Christianity.</p> <p>By learning about UK Saints, especially through celebration of these in collective worship.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

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PSHE / Circle Time / Leadership	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations / charters and participation in the school ambassador process and parliament week.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Art and Design	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life and the world e.g. light and dark, volcanoes and Inukshuk building.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow-up work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups/ communities e.g. collaborative artwork in the main hall.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> <p>By participating in a range of cultural opportunities; gallery and theatre trips and participation in Opera North and Rainbow Connections choir.</p>

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Drama	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. Different characters from fairytales in Y1; Christmas shows and Year 6 leaver's service.</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-bullying Week.</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self-esteem and encouraging self-worth through participation in speech and drama activities.</p>	<p>By taking different roles from other backgrounds.</p> <p>By using different dramatic conventions to encourage empathy.</p>

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Design and Technology	<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things; e.g healthy meals and vehicles in KS1.</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics.</p> <p>By making a contribution to the local society through art works such as the poppy remembrance and collaborative collages.</p>

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<p>Computing</p> <p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using online services and social media</p> <p>By being prepared to work with technology to forge new relationships.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Skype.</p>

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PE	<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymastics which help pupils to become more focused, connected and creative</p> <p>By being aware of one's own strengths and limitations e.g. Y5 swimming lessons, participation in Sports Day, Inter-phase tournaments and Daily Mile</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>Clear code of conduct established and sports selection policy for behaviour.</p> <p>Participation in sports events as a tool to do good e.g. Elf Dash and Sport Relief to raise awareness and money for charity.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events e.g. cross country and football tournaments.</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p>

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Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.</p> <p>By considering how music makes one feel and can ‘move us’ deeply.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument e.g. In Year 4 all learning ukulele.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p>	<p>By giving all pupils an opportunity to use a musical instrument and to take part regularly in singing in class, assemblies, productions, carol concerts and with the school choir. Opportunities to learn an instrument after school.</p> <p>By encouraging pupils to listen and respond to traditions from around the world e.g. African music</p> <p>By appreciating musical expression from different times and places</p> <p>By giving pupils the opportunity to perform to their parents and the school</p> <p>Participation in school shows to the community as well as concerts and competitions throughout the local region.</p> <p>Cultural trips to the theatre as well as visits from Opera North, orchestras and pantomime.</p>	

Examples of some of the wider opportunities experienced at Woodfield and how they promote SMSC and FBVs:

Experience	Year group/s	SMSC area	FBVs
Drug awareness	Year 6	Moral Social	The Rule of Law Individual Liberty Mutual Respect
Active travel challenge	Whole school	Social Cultural	Individual Liberty
Anti-Bullying Week	Whole school	Spiritual Moral Social Cultural	The Rule of Law Tolerance Mutual Respect
UK Parliament Week	KS2	Moral Social Cultural	Democracy The Rule of Law Mutual Respect
Language of the month	Whole school	Cultural Spiritual Social	Mutual Respect Tolerance
Elf Dash	Whole school	Social Cultural Moral	Individual Liberty
Yorkshire Wildlife Park Trip	KS1	Spiritual Social	Individual Liberty Mutual Respect

Links for online SMSC/FBVs resources

Lots of resources covering different current affairs topics with free teaching ideas and resources

<https://www.redcross.org.uk/get-involved/teaching-resources>

Resources and activity ideas linked to local area and environment

<https://www.rootsnshoots.org.uk/resources/>

Website run by parliament. Good resources for teaching about parliament, democracy and voting etc. (KS2)

<https://learning.parliament.uk/>

Charity website with stories and photographs from children in developing countries.

<https://cafod.org.uk/Education/Kidz-Zone>

Teaching resources covering topics such as war, famine, sexuality and religion

https://www.oxfam.org.uk/education/resources/teaching-controversial-issues?cid=rdt_tools-and-guides-controversial-issues

Free interactive resources about sustainability

<https://www.sustainablelearning.com/>

A collection of free stories from around the world

<https://worldstories.org.uk/>

A festivals calendar explaining each festival's significance

<https://www.reonline.org.uk/festival-calendar/>

A website promoting citizenship for children. Includes resources on the environment, democracy and taking responsibility

<https://www.youngcitizens.org/>

News clips appropriate for children

<https://www.bbc.co.uk/newsround>