

Intent



SMSC and Fundamental British Values at Kensington Avenue Primary School

Kensington Avenue Primary School is a school which seeks to develop confident, independent, caring and enquiring individuals who are prepared for the future. We aim to teach a curriculum that enables our pupils to become healthy, safe, independent and responsible members of society. As a school, we believe in fostering life-long learning through providing an environment that values mutual trust and respect, honesty and equality and seeks to develop everyone's potential. We provide excellent learning opportunities for all and celebrate the successes of individuals as well as the whole community. At Kensington Avenue Primary School we believe spiritual, moral, social and cultural development (SMSC) underpins everything we do and this includes actively promoting Fundamental British values.

Implementation

The Promotion of Spiritual, Moral, Social and Cultural Development at Kensington Avenue Primary School

SMSC stands for Spiritual, Moral, Social and Cultural education. It is not taught through individual lessons, but embedded through all of the children's learning. It may be part of Religious Education, Physical Education or Personal, Social and Health Education. SMSC is also an integral part of the ethos of the school and our school values of RRP (respect, responsibility and perseverance) and TEAM (together everyone achieves more) which children experience on a daily basis.

Here is a taster of some of the ways we promote SMSC at Kensington Avenue Primary School.

Spiritual	Moral	Social	Cultural
Our school ethos - RRP (Respect, Responsibility and Perseverance) and TEAM (Together Everyone Achieves More)	Through School policies (Inclusion, SEND etc)	Children with responsibilities e.g. Lunchtime and Reading Buddies	RE Planning
Our new curriculum is planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners. Topics allow children to learn about the world around them	School's Rules - all stakeholders involved in their creation and implementation.	Junior Road Safety Officers	Weekly assemblies and special assemblies such as Remembrance Day, Eid, Diwali, Black History Month, Advent
RE teaching - cycle of	Consistent adherence to Behaviour Policy and rewards and sanctions consistent throughout school.	Circle Times	Exploring different religious festivals throughout school e.g. Holi, Christmas, Diwali, Easter
	Classroom rules- children contribute to the writing of these every year.	Problem solving activities and team work in all areas of the curriculum	Children able to share their own culture/experiences
		School trips and visits	
		Role-play/drama activities	
		After school clubs	

enquiry. Children can ask questions about life and beliefs	Autism Awareness Day	School Council	School trips and visits
Reflection time in assemblies and learning	Assemblies e.g. Remembrance, Universal Children's Day	Charity fundraising days	After school clubs
Circle Times	RE planning and teaching	PSHE curriculum-personal identities, relationships, diversity and healthy living	Exploring music/art from around the world
School Trips	Learning about other cultures and countries - respecting others values and ways of life	Skills for speaking and listening, drama activities embedded into teaching	Exploring artefacts from the past
Weekly assemblies and special assemblies such as Remembrance Day, Eid, Diwali, Black History Month, Advent	School Council	Co- operative work, talk partners, peer work and assessment	Activities to commemorate special events/activities e.g. Royal wedding, Jubilee, Olympics/Paralympics Maths/Science week
Celebration assembly	Charity fundraising days and supporting charities	Daily Fruit and Milk times (KS1)	Home Learning activities
Christmas plays and concerts	e.g. Christmas Jumper Day	Groupings within the classroom- independent, learning partners, group work allow opportunities to share expertise and key skills	Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations RE topics.
School trips and visitors which inspire awe and wonder	Discussing right and wrong And promoting making right choices		Awareness of leadership- in home, school and the wider context e.g Government
Deep Learning days and weeks e.g World Book Day, Anti-bullying week	Circle time		Awareness of global issues that impact on their lives e.g flooding/homelessness
Learning about the celebrations of faiths and cultures	Visits and visitors e.g PCSO		Charity events in school- Children in need/ Comic relief
Promotion of and respect of own cultures and beliefs	Discussions and debates around matters in the world Acceptance and Celebration of similarities and differences- e.g, SEND, cultures, faiths, personalities with an inclusive ethos embedded throughout the school		Curriculum offers drama, literature and the arts to enrich children's cultural experiences.

	Tolerance and acceptance of others' views- e.g. through School Council.		
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Impact

SPIRITUAL:

Pupils' spiritual development is shown by their:

- exploration of beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings & 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 experiences



MORAL

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding and respecting the law
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues



SOCIAL

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- appreciation of diverse viewpoints and respecting these
- willingness to participate and volunteer in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively



CULTURAL

Pupils' social development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- appreciate the role of Britain's parliamentary system
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, celebrating and respect for cultural diversity
- attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities



What are the Fundamental British Values?

All 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.

Through our provision of SMSC, Kensington Avenue Primary School:

- enables students to develop their self-knowledge, self-esteem and self-confidence;
- enables students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourages 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;
- enables students to acquire a broad general knowledge of and respect for public institutions and services in England;
- ensures tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourages respect for other people;
- encourages respect for democracy and support for participation in the democratic processes.

The ways in which we achieve the requirement to promote British Values at Kensington Avenue Primary School are numerous, it is threaded throughout our curriculum and daily life in school. Some of them are explored below to give you examples of where it can be seen and how it is delivered.



Democracy

Being democratic is about fairness and giving everyone the equal right to voice their opinion. It helps people work together and be part of a team, working towards the same goal. Being democratic is also about listening to others and trying to understand how they think. We listen to our pupils and parents voice and encourage their opinions and input at all times on all matters.

Our pupils see democracy in action when electing their School Council Representatives with speeches and votes. These representatives then have an active role in making changes and improvements to school life when they meet regularly with the Assistant Headteacher, taking concerns and suggestions from their peer group. In class, pupils have a voice with target setting, verbal feedback with their teachers about their work and progress, circle times with their peers and class assemblies.



The Rule of Law

If people are practising rule of law, they are being lawful. Rule of law is an agreed and shared sense of what is right and wrong. It's also about enforcing rules and laws through our public sector, which includes the police, courts, judges and governing bodies. As a value, rule of law ensures a peaceful approach to everyday life where everyone abides by the same laws and no one gets treated differently.

We have consistently high expectations for our pupils, and constantly reinforce the reasons behind this, that they are there to protect us, that everyone has a responsibility and there are consequences when rules are broken. Pupils are supported in making good choices between right and wrong by our school rules, many of which have been democratically selected by them. We also continuously discuss and remind pupils about the need for a safe and happy community and home, and the role of rules and boundaries to achieve this including looking at people who help us, visits from Police Officers, Firefighters, Doctors etc.



Individual Liberty

People who have individual liberty have the freedom and right to think and express what they feel, as long as it is within the laws of the country. That means having individual liberty is also about being responsible for what you say and do, as it will have a direct effect on other people. In Britain, we are free to express ourselves with confidence and independence, but we must take responsibility for the consequences of our actions.

Our pupils are actively encouraged to make choices in a safe and supportive environment with trusted adults and peers to aid these decisions. They are taught to know and understand their rights and freedoms, and exercise these in a respectful and safe manner always considering the safety and well-being of themselves and others. Many of our assemblies, circle times, E-safety lesson, PSHE lessons and incidental discussions around 'life' focus on this and allow pupils to make good choices and express their opinions and beliefs freely.







Tolerance and Respect

Tolerance and respect is about understanding, listening to and living alongside people who have a different belief, faith and lifestyle to you. It's about showing empathy, thoughtfulness and understanding that there is no one way to be British. We are all different and that is something we should celebrate.





At Kensington Avenue Primary School we all recognise that everyone is important and special, and deserves to be treated as such. All adults model this at all times and leaders ensure it is promoted and explicitly taught through PSHE, assemblies, circle time, discussions around disputes etc. It is also

prominent in our ethos of RRP, Respect, Responsibility and Perseverance and is a value we hold at our core. Our community has strength in its diversity and we value and celebrate all our differences. Religious Education lessons ensure pupils learn about many different faiths, cultures and beliefs. We participate in many different religious celebrations and festivals throughout the year.

The teaching and embedding of SMSC across our curriculum and through our school ethos promotes fundamental British values. The tables below show how each aspect of SMSC promotes these and the two link together.

SMSC aspect			 Democracy	 Rule of law	 Individual liberty	 Tolerance and respect
Spiritual	SMSC Sp 1	Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	✓		✓	✓
	SMSC Sp 2	Sense enjoyment and fascination when learning about themselves, others and the world around them.			✓	✓
	SMSC Sp 3	Use imagination and creativity in their learning.			✓	
	SMSC Sp 4	Reflect willingly on their experiences.	✓		✓	

Moral	SMSC M 1	Recognise the difference between right and wrong and readily apply this understanding in their lives.	✓	✓	✓	✓
	SMSC M 2	Understand legal boundaries and, in so doing, respect the civil and criminal law of England.		✓		
	SMSC M 3	Understand the consequences of their behaviour and actions.		✓	✓	✓
	SMSC M 4	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.	✓		✓	✓
	SMSC M 5	Know about and respect the public institutions and services in England.	✓	✓		
	SMSC M 6	Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.		✓	✓	✓

SMSC aspect			 Democracy	 Rule of law	 Individual liberty	 Tolerance and respect
Social	SMSC So 1	Use a range of social skills in different contexts.	✓		✓	✓
	SMSC So 2	Participate in a variety of communities and social settings.				✓
	SMSC So 3	Co-operate well with others and be able to resolve conflicts effectively.	✓	✓		✓
	SMSC So 4	Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.		✓		

Cultural	SMSC Cd 1	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.		✓		✓
	SMSC Cd 2	Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.			✓	✓
	SMSC Cd 3	Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	✓	✓		
	SMSC Cd 4	Participate in and respond positively to artistic, musical, sporting and cultural opportunities.			✓	✓
	SMSC Cd 5	Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.			✓	✓