

# The Promotion of Fundamental British Values at Kingsfield First School



### Our Vision

At Kingsfield First School we value the importance of the spiritual, moral, social and cultural development and the creation of future citizens who respect the fundamental British values of: the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

### Our Challenge:

We recognise that our local community is a predominantly white British population and we have therefore worked hard to overcome barriers which may develop between our young learners and the world beyond Biddulph.

### Our Aims

Our aim is that pupils leave our school pupils demonstrating the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### Our Provision

We have done this by firstly providing high quality training for all our staff to gain a clear vision of what SMSC means to us and our learners and how we can promote Fundamental British Values. As a result of our training we have now re written our PHSRE curriculum, ensured that our Staffordshire RE Syllabus is well taught and well resourced and actively sought out opportunities within our new curriculum and school calendar to entwine SMSC and the promotion of Fundamental British Values.

*At Kingsfield First School, we promote Spiritual, Moral, Social and Cultural awareness through all aspects of the curriculum and during our daily school life.*

N.B This document works in conjunction with...


- \* PSHRE Progression Document inc Education For A Connected World.
- \* RE Progression Document.
- \* Assemblies documentation.

## BRITISH VALUES

Focus	Examples and Opportunities	Impact
How does the school enable children to develop and demonstrate skills and attitudes of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs?	High value is placed upon all SMSC work with pupils from the youngest age, developing systematically as they move through the school. Fundamental British Values are the core of the school's values, emphasised by displays, topic work and open discussion with pupils through Picture News debate/circle times and whole schools/class assemblies.	Children have a solid understanding of these values and how they would use them everyday.
What does the school do to develop children's knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values?	<ul style="list-style-type: none"> <li>• Long-term planning of related topics provides a seamless curriculum through KS1 and KS2 e.g. history topics; work on current affairs (see SMSC overview )</li> <li>• School council</li> <li>• Vote Pupil leaders, School council</li> <li>• Classroom rules/ school rules</li> <li>• Extra- curricular activities</li> </ul>	Children have ownership of class rules. Children have a voice and the opportunity to understand that other people's views have value.
How does the school prepare pupils positively for life in modern Britain and promote British values?	<ul style="list-style-type: none"> <li>• Encouraging age-appropriate open discussion about issues relating to British values; modelling values as adults in school; taking pupils out of the school into different areas to see diversity; linking with other schools in in the cluster.</li> <li>• Circle time</li> <li>• Assemblies and debates including Picture News</li> </ul>	The children are aware of the boundaries and consequences and have an understanding of why they are in place.

<p>How can the school demonstrate that British values are at the heart of the school's work?</p>	<ul style="list-style-type: none"> <li>• Modelling by adults; expectations within school rules and routines; ethos and values of the school as shared in documents such as prospectus and on website.</li> <li>• Visits from the emergency services</li> <li>• Behaviour policy</li> <li>• E-Safety (National online safety assemblies)</li> <li>• Stranger Danger</li> </ul>	<p>Children have a voice and feel heard Children demonstrate high self esteem.</p>
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	<ul style="list-style-type: none"> <li>Assemblies link to British Values</li> <li>PSHRE curriculum</li> <li>Picture News debates and class displays</li> </ul>	
How do leaders consistently promote fundamental British values and SMSC development?	<ul style="list-style-type: none"> <li>Monitoring of teaching and learning; leading by example; offering a model of consistency to all children; regularly reviewing SMSC and British Values evidence and opportunities provided within the school.</li> </ul>	Children have a solid understanding of the importance of British Values and can talk about how they are valued in school.

 <b>EYFS - The Promotion of Fundamental British Values</b>						
<b>Democracy</b>	Voting for school leaders			Debate - Is it fair to keep animals in the zoo?	Debate - Is it fair to not like someone because of how they look?	Debate - Is it wrong to kill an insect if you see one?
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>Learning about the traffic light behaviour system</li> <li>Class rules.</li> <li>Consequences of actions.</li> <li>Understanding right and wrong.</li> <li>New rules and differences in transition to Year 1.</li> <li>School council - voting. (Autumn 1).</li> </ul>					
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>EYFS area choices.</li> </ul>					

	<ul style="list-style-type: none"> <li>Independence with tasks, resources, choices of areas to work in.</li> </ul>					
<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>Speaking and listening activities.</li> <li>Talking partners.</li> <li>Manners - snack time.</li> <li>Listening to opinions of others.</li> </ul>					
<b>Tolerance of different Faiths</b>	Awards assembly.	Celebrate the Hindu Festival of Diwali Traditions at Christmas Remembrance day	Chinese New Year - Parent engagement. Faith in focus week - Noah's ark. Pancakes	Artist from around the world.	Stories from around the world.	Foods from around the world.

Year 1 The Promotion of British Fundamental Values Provision Map 2022/23			
Democracy	Picking Class representative for school council/ class leaders.  In class monitors and responsibilities.  Picking Class representative for school council/ class leaders.	Picking Class representative for school council/ council/ class leaders.  In class monitors and responsibilities.	In class monitors and responsibilities.
Rule of Law	Development of the class rules.	Development of the class rules.	Development of the class rules.
Individual Liberty	Freedom of choice for provisional learning activities Freedom of choice at metacognition stations.  Remembrance Sunday	Freedom of choice at metacognition stations.	Freedom of choice at metacognition stations.
Mutual Respect	Resolving arguments. Different types of bullying. Cyber bullying. Hurtful behaviour. Resisting pressure to do something that feels uncomfortable.	People are all equal and have similarities and differences. Anti-bullying. Cyber bullying Comic Relief	The Rainbow Fish Sully the Seahorse  Responsibility of caring for other living things.

	Forest Schools World Mental Health Day Harvest - Food bank donations. Macmillan Coffee Morning Remembrance Day Children in Need Anti bullying		Cyber bullying
Tolerance of different Faiths	Sikhism - introduction and langars - sharing food.	Faith in Focus Week Stories from different cultures Different celebrations in different faiths. Buddhism - The Life of the Buddha	Stories from different faiths Where people meet - different faiths. Importance of worship - prayers and special books, singing hymns. Meeting with others.

<b>Year 2 The Promotion of Fundamental British Values</b> <b>Provision Map 2022/2023</b>			
<b>Democracy</b>	Choose class representatives and jobs.  House Points - Chn decide on teams and receive awards as part of a team.  Vote - attendance awards/gem jar treat	Vote - attendance awards/gem jar treat  ERICA - vote for the next reading book	Debate - Should all animals be kept in the wild? Debate - Should farm animals be used for food?  Vote - attendance awards/gem jar treat
<b>Rule of Law</b>	Traffic Light Behaviour System.  Class Rules  Guy Fawkes - The Tower of London - Houses of Parliament.	Traffic Light Behaviour System.  Class Rules  Safer Internet Day - assembly  Fantastic Mr Fox - ERICA story - Is it right that Mr Fox stole?	Traffic Light Behaviour System.  Class Rules
<b>Individual Liberty</b>	Children choose roles for a Christmas production / they take turns to speak, listen and act.	Circle Time - It ok to have different opinions?	Conscience Alley - children to decide for/against and the opportunity to change their mind.

	<p>Recognise what we like and dislike and our choices.</p> <p>Be confident to share our thoughts and ideas.</p> <p>World Mental Health week</p> <p>E-safety.</p>	<p>Children's Mental Health Week - assembly (trailblazers)</p>	<p>Healthy choices (sports week)</p> <p>ERICA - The owl who is afraid of the dark - Exploring others experiences/opinions before making your own choices</p>
<b>Mutual Respect</b>	<p>Circle time - Knowing that others have the right to speak. Taking Turns, Working Together to achieve.</p> <p>Listening to and responding to other people. Working cooperatively.</p> <p>Anti-Bullying Week - Odd socks</p> <p>Remembrance - History of and a minute's silence</p>	<p>Circle time - thinking of others.</p> <p>Anti-bullying</p> <p>What does it mean to be kind?</p> <p>ERICA - A mouse called Wolf - Is Wolfgang treated fairly by his siblings?</p>	<p>Sportsmanship - taking part - winning is not the most - congratulating others on their win etc.</p>
<b>Tolerance of different Faiths</b>	<p>Christianity - Focus on Faith Stories - Adam and Eve, The Shepherds, Birth of Jesus Christ.</p>	<p>Faith in Focus - Judaism (Hannukah)</p> <p>Learn about Easter and the Christian Faith.</p>	<p>Christianity - learn about sorrow and joy, who is Jesus.</p> <p>Wider World Culture</p>

<b>Key Stage 2 The Promotion of Fundamental British Values</b> <b>Provision Map 2022 / 2023</b>						
<b>Democracy</b>	<p>Class votes</p> <p>Mentor jobs in the classroom</p> <p>New class leaders appointed through vote</p>	<p>Guy Fawkes</p> <p>Remembrance day</p>	<p>Debate - should you fight for what you want?</p> <p>New class leaders appointed through vote</p>	<p>St George's day</p> <p>St Patrick's day</p> <p>To begin to develop strategies to resolve disputes and conflict through</p>	<p>Debate: should children have been allowed to work?</p> <p>New class leaders appointed through vote</p>	<p>Debate: Should some children have no access to clean water?</p>



				negotiation and compromise. How to solve an argument with my friends.		
<b>Rule of Law</b>	Classroom/school rules  The concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.		To judge what kind of physical contact is acceptable or unacceptable and how to respond.  Playground/school rules about physical contact with others.  Rights and the ages they occur.	School rules about health and safety, basic emergency aid procedures, where and how to get help.  Practise fire drill/emergency procedures and why we have them.	Class and school rules.	To being to understand why and how rules and laws protect themselves and others are made and enforced.  Key question - who is the chief of the UK?  What do they do? What rules do they have in place?
<b>Individual Liberty</b>	To think about the lives of people living in other places, and people with different values and customs.	School council Circle times	To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.	Show some enthusiasm for the ideas of others.  Making decisions.  Recalling and applying knowledge creatively and in novel situations.	to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.  Peer pressure and strategies to deal with it.  .	Seal - bullying  To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
<b>Mutual Respect</b>	To work collaboratively towards shared goals.  *to recognise and respond appropriately to	Begin to take encouragement and advice from others.  To show empathy for others.	Faith in focus week.  Communities - similarities and differences	Compassion towards others	Building relationships between children and middle schools.	Celebrating success and loss in competitive sports.  New friendships and building them

	<p>a wider range of feelings in others.</p> <p>How can we work as a team?</p> <p>Celebrating success and loss in competitive sports.</p> <p>How to differentiate between playful teasing and bullying (including online) and how to respond</p> <p>Secret keeping</p>	<p>Resilience including self-motivation.</p> <p>Dares</p> <p>Respecting the differences in people</p> <p>Using sensitive language and vocabulary to discuss differences and similarities between people and include everybody.</p> <p>World Mental health day</p>				when moving to a new school
<b>Tolerance of different Faiths</b>	<p>Explore Religious stories and teachings about the environment and identify their impact on behaviour</p> <p>(Christianity Y3 and Hinduism Y4)</p> <p>Hinduism - 5 elements from their teachings about the environment - prakriti</p>	<p>Investigate the importance for believers of ceremonies in which special moment in the life cycle are marked.</p> <p>Children to look at Christenings and why they are important, creating an invitation.</p> <p>Children to explore upanayana and compare and contrast to christenings.</p> <p>Children to explore how special events are held in different places they are held in</p>	<p>To identify and appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Faith and focus week</p> <p>LENT : Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.</p>	<p>Hinduism - Research some key events in the development of religious tradition and explain the impact on believers.</p>	<p>Christianity and Hinduism- Identify some of the ways in which religions name and describe attributes of God and makes links with belief and practice.</p>	<p>Christianity and Hinduism - Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.</p>

Red - RE

Blue - PHSRE

Green - Whole School Events/

Orange - Topic related activities

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## Year 1 The Promotion of British Fundamental Values Provision Map 2022/23

	We Are Explorers	Blast From the Past	Over and Under the Sea
	Autumn	Spring	Summer
Democracy	<p>Picking Class representative for school council/ class leaders.</p> <p>Picking Class representative for school council/ class leaders.</p>	<p>Picking Class representative for class leaders.</p> <p>Picking Class representative for school council/ class leaders.</p>	<p>Picking Class representative for class leaders.</p> <p>Voting for class rewards- end of year treat</p>
Rule of Law	Development of the class rules.	Development of the class rules.	Development of the class rules.
Individual Liberty	<p>E-safety. Hurtful behaviour.</p> <p>Freedom of choice for provisional learning activities</p>	<p>E-safety. Accessing the internet and valuing the purpose and value of it.</p> <p>Freedom of choice for provisional learning activities</p>	E-safety.
Mutual Respect	<p>Turn taking/ sharing at the park.</p> <p>Resolving arguments.</p> <p>Different types of bullying.</p> <p>Resisting pressure to do something that feels uncomfortable.</p> <p>Forest Schools</p> <p>World Mental Health Day</p> <p>Harvest - Food bank donations.</p> <p>Macmillan Coffee Morning Remembrance Day</p> <p>Children in Need</p> <p>Anti bullying</p>	<p>People are all equal and have similarities and differences.</p> <p>Anti-bullying.</p> <p>Comic Relief</p>	<p>The Rainbow Fish</p> <p>Sully the Seahorse</p> <p>Responsibility of caring for other living things.</p>

Tolerance of different Faiths	Sikhism - introduction and langars - sharing food.	Faith in Focus Week Stories from different cultures Different celebrations in different faiths. Buddism - The Life of the Buddha	Stories from different faiths Where people meet - different faiths. Importance of worship - prayers and special books, singing hymns. Meeting with others.

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## Year 2 The Promotion of Fundamental British Values Provision Map 2022/2023

	London's Burning	To Infinity & Beyond	Let's go on Holiday
	Autumn	Spring 1	Summer 1
<b>Democracy</b>	<p>Choose class representatives and jobs.</p> <p>House Points - Chn decide on teams and receive awards as part of a team.</p>	<p>Vote - Link to Wind in the Willows Toad's sentencing.</p>	<p>Debate - Should all animals be kept in the wild?</p> <p>Debate - Should farm animals be used for food?</p>
<b>Rule of Law</b>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p> <p>Guy Fawkes - The Tower of London - Houses of Parliament.</p>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p> <p>New Year's Resolutions.</p> <p>Safer Internet Day</p>	<p>Traffic Light Behaviour System.</p> <p>Class Rules</p>
<b>Individual Liberty</b>	<p>Children choose roles for a Christmas production / they take turns to speak, listen and act.</p> <p>Recognise what we like and dislike and our choices.</p> <p>Be confident to share our thoughts and ideas.</p> <p>World Mental Health week</p> <p>E-safety.</p>	<p>Circle Time - It ok to have different opinions?</p> <p>Mental Health Week</p>	<p>Conscience Alley - children to decide for/against and the opportunity to change their mind.</p> <p>Healthy choices (sports week)</p>
<b>Mutual Respect</b>	<p>Circle time - Knowing that others have the right to speak. Taking Turns, Working Together to achieve.</p>	<p>Circle time - thinking of others.</p> <p>Anti-bullying.</p>	<p>Sportsmanship - taking part - winning is not the most - congratulating others on their win etc.</p>

	<p>Listening to and responding to other people. Working cooperatively.</p> <p>Anti-Bullying Week</p> <p>Remembrance</p>	<p>What does it mean to be kind? (The Rainbow Fish)</p>	
<b>Tolerance of different Faiths</b>	<p>Christianity - Focus on Faith Stories - Adam and Eve, The Shepherds, Birth of Jesus Christ.</p>	<p>Faith in Focus - Judaism (Hannukah)</p> <p>Learn about Easter and the Christian Faith.</p>	<p>Christianity - learn about sorrow and joy, who is Jesus.</p> <p>Wider World Culture</p>

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## Key Stage 2 The Promotion of Fundamental British Values Provision Map 2022 / 2023

	Food, Glorious Food	Food, Glorious Food	Toga Tastic	Toga Tastic	Tropical Jungle Journey	Tropical Jungle Journey
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Democracy</b>	Class votes Mentor jobs in the classroom  New class leaders appointed through vote	Guy Fawkes Remembrance day	Debate - should you fight for what you want?  New class leaders appointed through vote	St Georges day St Patrick's day To begin to develop strategies to resolve disputes and conflict through negotiation and compromise. How to solve an argument with my friends.	Debate: should children have been allowed to work?  New class leaders appointed through vote	Debate: Should some children have no access to clean water?
<b>Rule of Law</b>	Classroom/school rules  The concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.		To judge what kind of physical contact is acceptable or unacceptable and how to respond. Playground/school rules about physical contact with others. Rights and the ages they occur.	School rules about health and safety, basic emergency aid procedures, where and how to get help.  Practise fire drill/emergency procedures and why we have them.	Class and school rules.	To begin to understand why and how rules and laws protect themselves and others are made and enforced.  Key question - who is the chief of the UK?  What do they do? What rules do they have in place?
<b>Individual Liberty</b>	To think about the lives of people living in	School council Circle times	To recognise opportunities to make their own	Show some enthusiasm for	to recognise when and how to ask for help	Seal - bullying

	other places, and people with different values and customs.		choices about food, what might influence their choices and the benefits of eating a balanced diet.	the ideas of others. Making decisions. Recalling and applying knowledge creatively and in novel situations.	and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.  Peer pressure and strategies to deal with it.	To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
<b>Mutual Respect</b>	<p>To work collaboratively towards shared goals.</p> <p>*to recognise and respond appropriately to a wider range of feelings in others.</p> <p>How can we work as a team?</p> <p>Celebrating success and loss in competitive sports.</p> <p>How to differentiate between playful teasing and bullying (including online) and how to respond</p> <p>Secret keeping</p>	<p>Begin to take encouragement and advice from others.</p> <p>To show empathy for others.</p> <p>Resilience including self-motivation.</p> <p>Dares</p> <p>Respecting the differences in people</p> <p>Using sensitive language and vocabulary to discuss differences and similarities between people and include everybody.</p> <p>World Mental health day</p>	<p>Faith in focus week.</p> <p>Communities - similarities and differences</p>	Compassion towards others	Building relationships between children and middle schools.	<p>Celebrating success and loss in competitive sports.</p> <p>New friendships and building them when moving to a new school</p>

<b>Tolerance of different Faiths</b>	<p>Explore Religious stories and teachings about the environment and identify their impact on behaviour</p> <p>Children to explore Jewish festival of Sukkoth.</p> <p>Children to create a diary entry of a Jewish believer about how it helped them to feel closer to God.</p>	<p>Investigate the importance for believers of ceremonies in which special moment in the life cycle are marked.</p> <p>Children to look at Christenings and why they are important, creating an invitation.</p> <p>Children to look at Bar Mitzvah and compare and contrast to christenings.</p> <p>Children to explore how special events are held in different places they are held in</p>	<p>To identify and appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Faith and focus week</p> <p>LENT : Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.</p>	<p>Judaism - Research some key events in the development of religious tradition and explain the impact on believers.</p>	<p>Christianity and Judaism- Identify some of the ways in which religions name and describe attributes of God and makes links with belief and practice.</p>	<p>Christianity and Judaism - Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.</p>
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