



St Augustine's
Church of England Primary School

St Augustine's CE Primary School

2019-20

SMSC and British Values





Evaluating the promotion of British Values

British Value	Evidence
To understand how citizens can influence decision making through the democratic process.	<ul style="list-style-type: none">• British Values week• Elected School Council• Pupil voice• Classroom Monitors• Prefects• Play Leaders• Voting on charities to support• Pupil questionnaires• Writing balanced arguments in English• Pupils taking part in debates
To have an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety	<ul style="list-style-type: none">• British Values week• Ensure school rules, including safety rules are understood and consistently applied• Opportunities for pupils to distinguish between right and wrong• Pupils learning about law makers and the development of English law in history• Visits from emergency services• Restorative justice• Safety rules and their importance• Bikeability and road safety



<p>To understand that there is a separation of power between the executive and the judiciary</p>	<ul style="list-style-type: none">• British Values Week• Explaining to pupils how rules are made in the school and how laws are made in Britain• Visits from people in jobs associated with law, eg PCSO, police, magistrates/MPS• Trips to the local council and parliament• Learning about monarchy and history• Court case role play and drama linked to books and stories in English
<p>To understand that the freedom to choose and hold other faiths and beliefs is protected in law and that acceptance that other people having different faiths or beliefs to oneself (including having non) should be accepted and tolerated</p>	<ul style="list-style-type: none">• British Values week• RE week• Celebrating events and festivals from major world faiths• Breadth of themes in assemblies and collective worship times• Lunches catering for difference needs• Teaching about different religions• Visits to different places of worship• Kinks with faith communities• Visits from leaders of different religions
<p>To understand the importance of identifying and combating discrimination</p>	<ul style="list-style-type: none">• British values week• RE week• Black History month• Anti-bullying week/Friendship Day• Debates and balanced arguments in lessons



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| | <ul style="list-style-type: none">• Studying biographies of famous human rights campaigners• Links with settings in contrasting localities and in other countries |
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Evaluating the promotion of SMSC

Spiritual Development:

Pupils' ability to be reflective about their own beliefs, religious or otherwise

- School mission statement
- Christian Vision
- Peace garden – reflection
- Celebrating events and festivals from major world faiths
- Visits from representatives of different religions
- Teaching about different religions
- Visits to places of worship
- Links with faith communities
- Breadth of themes in assemblies and collective worship
- RE curriculum
- Celebration assemblies
- Pupil questionnaires
- School performances

Moral Development:

Pupils' understanding of the consequences of their behaviour and actions

- 8 personal learning goals
- Celebration assemblies and collective worship
- Opportunities for pupils to discuss moral choices and dilemmas – Language and Literacy
- Voting on charities to support
- Wiring balanced arguments in English
- Pupils taking part on debates



	<ul style="list-style-type: none">• Opportunities for pupils to distinguish between right and wrong• Court case role play linked to books and stories in English• Explaining to pupils how rules are made in school and how laws are made in Britain• Restorative justice• Safety rules and their importance• Behaviour policy and displays in school• School rules• Anti bullying/Friendship Day
<p>Cultural Development: Pupils' knowledge of Britain's democratic parliament system</p>	<ul style="list-style-type: none">• British values week• History week• Celebrating events and festivals from world faiths• Links with settings in contrasting localities and in other countries• Breadth of themes in assemblies and collective worship• Elected school council• Elected Prayer Team (GLOW Team)• Visits from emergency services• Visits from people in jobs associated with law, eg PCSO, police, magistrates/MPS• Trips to the local council and parliament• Learning about monarchy and history



<p>Social Development: Pupils' use of a range of social skills on different contexts</p>	<p>Work with other schools in the MAT, inviting to our performances and to work with the school (diverse backgrounds of pupils ethnically and religious)</p> <p>Anti Bullying/Friendship day</p> <p>Studying biographies of famous human rights campaigners</p> <p>Debates and balanced arguments in lessons</p> <p>Studying black history month</p> <p>Pupil voice</p> <p>Classroom monitors</p> <p>Year 6 prefects</p> <p>Play leaders</p> <p>Ensure school rules, including safety rules, are understood and applied</p> <p>Activities in the local community, remembrance, choir singing at the old peoples' home, litter picking, Food Bank, PCSO</p>