



South Hiendley Primary School Curriculum Statement

BRITISH VALUES & SMSC



Subject Intention:

We aim to equip pupils with knowledge, skills and understanding as set out in the Guidance on Promoting British Values in Schools document (2014). Children will know more and remember more by regularly revisiting and discussing these values. In contrast with specific curriculum subjects, SMSC and British Values relate to the whole life of our school. The spiritual, moral, social and cultural development of each child is recognised as being of fundamental importance by the Governors, staff and parents of our school. We aim to ensure that all children have the opportunity to experience many 'real-life' experiences, whether that be on site or out of school. We also aim to ensure that Social, Moral, Spiritual, Cultural (SMSC) aspects of learning are at the heart of all teaching and not just standalone lessons. By the end of primary school, we want all our children to understand the importance of SMSC and British Values, and the effects they can have on life in and out of school. Ultimately, our intention is to enable all our children to be polite, proud, positive and persistent, in order to ensure that they are more experienced on how to deal with specific situations and make informed decisions in later life.

Subject Implementation:

British Values and SMSC are taught alongside our School Values (Polite, Proud, Positive, Persistent). Although they are not taught as discrete lessons, they are addressed through the wider curriculum subjects, in particular RE and PHSE, and also through our school ethos and collective worship. These values and attitudes are then promoted by all staff in order to provide a positive model of behaviour for the children. Picture News is used weekly to discuss current events in the news and the British Value which they link to. This is introduced in an assembly at the beginning week and followed up in classes during the week. Children are encouraged to articulate their thoughts and feelings, and ask questions. These are collected as a record for them to look back on.

A School Value is focused on each week, with staff around school acknowledging and praising these through certificates, stickers, Dojo points, etc.

We ensure that teachers of British Values have excellent subject knowledge, and leadership supports the acquisition of this for ECTs and non-specialist teachers. Leaders review pupil books regularly and speak to children in order to ensure the children are achieving the SMSC and British Values skills.

Subject Impact:

Children will know more, remember more and understand more about SMSC and British Values. They will understand their importance and the effects they can have on our daily lives.

The children at South Hiendley will be equipped with the skills and understanding which will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

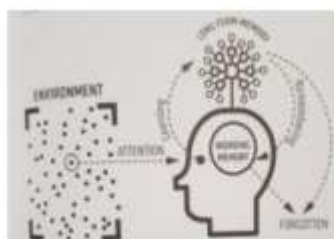


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What practices do we employ in our lessons to encourage children to know more and remember more?



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps Provide models	Guide student practice Obtain a high success rate	Ask questions Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

How does this lead to specific learning activities?

We deliver our British Values & SMSC learning through a range of learning activities:

- On a weekly basis, pupils discuss current affairs and images using the Picture News resource. This is introduced in an assembly at the beginning of the week and then, throughout the week, all classes have discussion tasks around the theme. Teachers record thoughts and questions, and these are collected to create an evidence bank.



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LONG TERM PLAN

South Hiendley Primary Academy Vision – at all stages of a child's journey:

Ready for learning, for life,
Joy

Respectful to themselves, to
their community, to the world

Safe physically, mentally,
virtually

Monday
assembly
– Deputy
Headteacher
Picture
News/SMSC
(value) assembly

Tuesday
class
assembly –
follow-up to
Picture News
assembly

Wednesday
assembly –
Singing
assembly;

Thursday
class assembly –
follow-up to
Picture News
assembly

Friday assembly –
Headteacher / DHT
celebrating
achievements

In addition to the weekly topical work on British values, as part of our whole school plan, we have focused work on British values.

Autumn Term

Ready for joy
Harvest school
celebration 21.10.21

Parent workshops
(individual classes)

Ready for life
What life skills will you
learn this year?
Aspirations (plan with
your class during the
first week).

Christmas celebration
activities

Key Stage Concerts
EYFS 10.12.21
KS1 13.12.21
KS2 14/15.12.21

**Respectful to
themselves &
community:**
w/b: 6.9.21
Personal target setting;
class charter work;
understanding
behaviour policy;
identifying pupil
leadership teams
(election)

DEMOCRACY:
RULE OF LAW
Election of House
Captains and Vice
Captains.
School Council to carry
over from last year (Y1
to elect candidate).

MUTUAL RESPECT
October – Black
History month.
Project?
[BHM for Schools - Black
History Month 2021](#)

[Black History Month
2021 - Event Info and
Resources \(twinkl.co.uk\)](#)

[Black History Month –
10 of the best teaching](#)

Safe
w/b: 6.9.21
Who can help us: NSPCC, Pants rule,
Childline, school procedures, E-Safety
[https://www.nspcc.org.uk/keepingchildren-
safe/our-services/working-withschools/](https://www.nspcc.org.uk/keepingchildren-safe/our-services/working-withschools/)
[https://www.nspcc.org.uk/keepingchildren-
safe/support-forparents/underwear-rule/](https://www.nspcc.org.uk/keepingchildren-safe/support-forparents/underwear-rule/)
<https://www.childline.org.uk/>
[https://southhiendley.wakefield.sch.uk/saf
eguarding](https://southhiendley.wakefield.sch.uk/safeguarding)

10th October – World Mental Health Day
[https://www.mentallyhealthyschools.org.u
k/resources/world-mental-health-daytoolkit/](https://www.mentallyhealthyschools.org.uk/resources/world-mental-health-daytoolkit/)

Online safety module in Computing
curriculum (whole school)
[http://www.safetynetkids.org.uk/personals
afety/staying-safe-online/](http://www.safetynetkids.org.uk/personalsafety/staying-safe-online/)
[https://www.childline.org.uk/infoadvice/bull
ying-abuse-safety/onlinemobile-
safety/staying-safe-online/](https://www.childline.org.uk/infoadvice/bullying-abuse-safety/onlinemobile-safety/staying-safe-online/)

	resources for KS2 and KS3 (teachwire.net)	
	<p>MUTUAL RESPECT Remembrance Day 11.11.21 Children In Need Day 13.11.21</p> <p>INDIVIDUAL FREEDOM w/b: 15.11.21 Anti Bullying Week; One Kind Word Odd Sock Day Anti-Bullying Week (anti-bullyingalliance.org.uk)</p>	

Spring Term

<p>Ready for learning Curriculum meetings for parents Y6 SATS Y2 SATS Y4 MTC Y1 Phonics Check EYFS New Curriculum</p> <p>Y3 Workshop Y5 Workshop</p>	<p>Respectful to others: MUTUAL RESPECT; INDIVIDUAL LIBERTY February LGBT History Month (age appropriate module from RSE / PSHCE scheme) Work on celebrating families of all shapes and sizes. https://www.bbc.co.uk/bitesize/articles/zhbbvk7 https://www.twinkl.co.uk/resource/all-about-lgbt-history-month-powerpoint-t-tp-6847 https://www.twinkl.co.uk/resource/t-p269-ks1-all-about-pride-powerpoint https://www.twinkl.co.uk/resource/t2-lf537-lgbt-history-month-pshe-ks2-words-can-hurt-lesson-pack</p> <p>RULE OF LAW; DEMOCRACY School parliament event – ANYONE can make a difference https://www.twinkl.co.uk/resource/the-abc-of-parliament</p>	<p>Safe 16th March Young Carers day (Protect young carers' futures) Young Carers Action Day 2022 - Event Info and Resources (twinkl.co.uk) https://www.bbc.co.uk/newsround/51294425 https://www.bbc.co.uk/newsround/35420195 https://www.bbc.co.uk/newsround/47059560 https://www.bbc.co.uk/newsround/46113545 https://www.childrenssociety.org.uk/young-care/r/home</p> <p>8th Feb safer internet day https://www.saferinternetday.org/ Safer Internet Day 2022 - Event Info and Resources (twinkl.co.uk)</p> <p>April Stress awareness month (mindfulness, yoga activities, mental health event) Stress Awareness Month toolkit : Mentally Healthy Schools</p>
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Summer Term

Ready for learning – Class Curriculum INSPIRE events

Community Theme Day

Ready for joy – Summer sports activities

EYFS 25.7.21

KS1/2 26.7.21

Leavers' Assembly
Pupil Awards

Respectful to themselves:

INDIVIDUAL FREEDOM

Wellbeing and personal health focus week (exercise, healthy eating, healthy choices)

<https://www.nhs.uk/chan-ge4life>

Respectful to themselves, their community and the world:

MUTUAL RESPECT

20th – 26th June

Refugee Week

[Home | Refugee Week](#)

20th – 24th June School Diversity Week

[Just Like Us | School Diversity Week](#)

Safe:

National Children's Day 15th May

[National Children's Day UK 2021 - HOME \(nationalchildrensdayuk.com\)](#)

Who can help us: NSPCC, Pants rule, Childline, school procedures

<https://www.nspcc.org.uk/keeping-children-safe/ourservices/working-with-schools/>

<https://www.nspcc.org.uk/keeping-childrensafe/support-for-parents/underwear-rule/>

<https://www.childline.org.uk/>;

<https://southhiendley.wakefield.sch.uk/safeguarding>

Community Safety: Railways assembly, PCSO assembly, Road safety assembly

<https://www.networkrail.co.uk/communitysafety-inthe-community/safety-education/>

<https://www.think.gov.uk/education-resources/>

<https://www.twinkl.co.uk/resource/t-t-253838-ks1road-safety-activity-pack>

<https://www.twinkl.co.uk/resource/t2-t-17146-ks2road-safety-assembly-pack>

PLANNED VOCABULARY

	Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
EY	Rules Make choices	Rules Police Right Wrong	Choose Freedom	Respect Share	Different Same Kindness
KS1	Democracy Parliament Government	Rule of law Consequence Responsibility	Liberty Freedom	Mutual respect Rights Responsibility	Tolerance Faith Belief Equal
KS2	Democracy Community Voice Shared responsibility	Rule of law Sanction Rationale	Individual liberty Protection of rights Human rights	Mutual Respect Pride Dignity Acceptance	Tolerance Multi-Faith Belief Creed Religion Culture



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Knowledge Progression: DEMOCRACY

Pupil voice is significant in regards to life at school. Every year our pupils hold elections in order to vote for members to form a School Council who then play a strong role in our schools. They are involved in a wide range of aspects of school life and help to make our schools a better place.

Pupil interviews are also conducted throughout the year so that the children have a say in how the school improves. We believe that the formation of the School Council and the active participation of our pupils, along with assemblies and PHSE lessons that explicitly explore democracy in Britain, will contribute to the early development of an understanding of democracy. Opportunities in the curriculum (appropriate to the age of the pupils) for exploring democracy and how it works include the Ancient Greek history topic in Upper Key Stage 2.

Knowledge Progression: THE RULE OF LAW

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that, whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

At the beginning of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our pupils in the creation of their class vision helps them to understand the reasons behind the rules and the consequences if they are broken. We allow opportunity to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year, we welcome visits from members of the wider community including the police, the fire brigade and magistrate representatives. We believe that clear explanations and real-life stories emphasise the importance of the rule of law for our pupils.

Knowledge Progression: INDIVIDUAL LIBERTY

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment, where choices and freedoms are encouraged. In lessons, learning tasks may be left for the child to decide upon. When appropriate, we encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. Assemblies to commemorate national days and events, eg saints' days and Remembrance Day, also promote British Values. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. At school we believe that valuing choice and freedom in daily life will foster a value for individual liberty as the children embark upon their adult lives.

Knowledge Progression: MUTUAL RESPECT

Mutual respect is at the core of our school life. The children learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms.

Respect is a strong part of our school's ethos and it is reflected in our values. The children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and the learning environment.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

Knowledge Progression: TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

A culturally rich and diverse curriculum is offered at South Hiendley School. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can help to build a better Britain for the future. The curriculum, especially in RE and History, give regular opportunities to learn about, and reflect upon, a wide range of religions and cultures. Themed assemblies promote respect and tolerance. South Hiendley School will not tolerate extremist views and this will be dealt with by liaison with the appropriate bodies.



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Assessment:

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

The subject leader regularly reviews the work for each class, checking against the appropriate knowledge progression and planning documentation. In conjunction with pupil voice, this enables us to see how pupils are knowing more and remembering more, and that knowledge and skills are revisited on a regular basis.