

Manor Green School - Promoting British Values and SMSC

Promoting British values our mission statement.

Manor Green School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Manor Green School is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Manor Green, we use our PSHE Curriculum, class time, assemblies and the National curriculum to secure such outcomes for students. The examples that follow show some of the many ways Manor Green School seeks to embed British values and to cover social, moral spiritual and cultural issues.

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Questions	Evidence
<p>How do we promote the values of democracy in lessons and wider school life?</p>	<ul style="list-style-type: none"> • Discussion and investigation of different value and belief systems; comparison with British values; classroom teacher standards, student-led ideas for lessons and presentations. Lessons on Human Rights. • We teach specifically about democracy and what it is like to live in a democratic society. • During PE lessons there are numerous opportunities to promote democracy through the use of teamwork exercises and game situations. Self-officiating is a key aspect to PE lessons, and students must learn to listen to opinions if they are to succeed. • Students also work on their peer feedback, this again creates a need for students to empathise and agree on actions in a democratic manner. • Having an elected School Council and hearing the pupils' voice boxes. • Organising prefect and monitoring roles for the pupils. • Enlisting sports leaders to supervise games. • Voting on charities to support. • Writing balanced arguments in literacy. • Holding mock general elections
<p>How do we promote the importance of identifying and combating discrimination?</p>	<ul style="list-style-type: none"> • In lesson discussions; teaching respect, openness to others' views and opinions • Lessons on Human Rights, tolerance through the curriculum. • We teach about discrimination through celebrating UK culture as being multicultural and diverse • We learn about different cultures from around the world and celebrate cultural differences and diversity. • In lessons there is an understanding that anybody can succeed, no matter what their race, religion or gender.
<p>Do pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law?</p>	<ul style="list-style-type: none"> • Human Rights discussions in relation to all beliefs, values, personal choices • We hold students firmly to account should any form of discrimination to overheard or seen.
<p>How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?</p>	<ul style="list-style-type: none"> • Classroom displays; discussion and assemblies on different value and belief systems; celebration of different festivals eg WESAK (Buddhist); Baisakhi (Sikh); all opportunities for reflection of cultural difference with comparison to Christmas and Easter; MLK, the Holocaust and memorial and remembrance days. • We teach about discrimination through celebrating UK culture as being multicultural and diverse • We also learn about what makes Britain unique and compare British cultural values to others around the world. • We learn about different cultures from around the world and celebrate cultural differences and diversity.

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Do pupils understand that there is a separation of power between the executive (the government) and the judiciary (the courts)?			
Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?	<ul style="list-style-type: none"> • Crime and Punishment studied with reference to religious law and similarities/difference with British Law 		
How do we challenge opinions or behaviours that are contrary to fundamental British values?	<ul style="list-style-type: none"> • School behavior system; class discussion; listening exercises; debates; film; The Golden Rules • In lessons we promote tolerance 		
SMSC			
	Provision	Impact	Areas for Development
Spiritual Development	<p>Lower School</p> <p>Middle School</p> <p>Upper School</p>	<ul style="list-style-type: none"> • 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 Development	<p>Lower School</p> <ul style="list-style-type: none"> • Celebrating differences as well as similarities through cultural events such as diversity week. 	<ul style="list-style-type: none"> • 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 	

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	<ul style="list-style-type: none"> • Exploring morals through stories, lessons and assemblies. <p>Middle School</p> <ul style="list-style-type: none"> • Celebrating differences as well as similarities through cultural events such as diversity week. • Exploring morals through stories, lessons and assemblies. <p>Upper School</p> <ul style="list-style-type: none"> • Celebrating differences as well as similarities through cultural events such as diversity week. • Exploring morals through stories, lessons and assemblies. 	<p>the civil and criminal law of England.</p> <ul style="list-style-type: none"> • 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. 	
<p>Social Development</p>	<p>Lower School</p> <p>High expectations for attendance, punctuality and behaviour.</p> <ul style="list-style-type: none"> • Rules and attitudes to keep us safe including classroom and school rules. • eSafety and safety relevant to the school setting, for example railway and road safety. • The roles of all those who help us (Early Years Foundation Stage). <p>Middle School</p>	<ul style="list-style-type: none"> • 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 	

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	<p>High expectations for attendance, punctuality and behaviour.</p> <ul style="list-style-type: none"> • Rules and attitudes to keep us safe including classroom and school rules. • eSafety and safety relevant to the school setting, for example railway and road safety. <p>Upper School High expectations for attendance, punctuality and behaviour.</p> <ul style="list-style-type: none"> • Rules and attitudes to keep us safe including classroom and school rules. • eSafety and safety relevant to the school setting, for example sexting and use of social media, drug and alcohol awareness 	<p>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 in and contribute positively to life in modern Britain.</p>	
<p>Cultural Development</p>	<p>Lower School</p> <p>Middle School</p> <p>Upper School</p>	<ul style="list-style-type: none"> •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, 	

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		<p>and in continuing to develop Britain.</p> <ul style="list-style-type: none">•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.	
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