

## British Values and SMSC

At Docking Primary school our broad and balanced curriculum is underpinned with the aim of developing caring, respectful, independent and critical thinkers who are prepared for the opportunities, responsibilities and experiences in their next stage of education and life.

Through the provision of SMSC, Docking school actively promotes British Values within a caring Christian Ethos. Our pupils are encouraged and supported to:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- act responsibly 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 society more widely;
- acquire a broad and general knowledge of and respect for public institutions and services in England;
- celebrate and promote harmony between different cultures, cultural traditions and faiths (or none) by acquiring an appreciation of and respect for their own and others;
- have respect for other people; and
- develop respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

(How each of the above is promoted is detailed in table 1)

The main vehicles we use at Docking to promote these are:

Curriculum Topics – Links to SMSC and British Values are clearly mapped (see table 2) and incorporated onto into the medium term planning for each key stage half termly topic. For example KS1 investigate the roles of health professionals (Ourselves) and develop their awareness of foods from different cultures (What do we eat?) whilst KS2 develop their knowledge of the roots of democracy (Ancient Greece) and study cultural diversity (Britain Today).

Religious Education – this is taught via the Norfolk Best Practice Framework for Enquiry where pupils are first engaged by a key question taken from one of the areas of study (see table 2) then enquire, explore, evaluate and finally express their knowledge and understanding. The areas of study enable children to explore, understand and respect the world's main religions and celebrate humans' beliefs.

Assemblies/Collective Worship – collective worship is themed around a school value or event in the Christian Calendar, whilst class assemblies encourage personal thought and reflection. Assemblies also enable school rules and values to be promoted, achievements to

be celebrated and awareness of local or global issues to be developed. Speakers from the local and wider community are invited to assemblies such as Water Aid, R.S.P.B and the Hunstanton Rotary Club.

PSHE – we focus on a different SEAL theme each half term (see table 2) and, where appropriate, incorporate circle-time and news awareness sessions.

Events and Activities – Docking pupils get the chance to participate in a wide range of events and activities which all contribute towards the broad and balanced curriculum offered.

These include:

- charity events - such as the NSPCC numbers day and shoebox appeal;
- sporting events - such as the cluster tri golf afternoon and swimming galas;
- educational visits - such as The National Gallery, London and the exchange with Colebourne Primary School, Birmingham;
- visiting professionals - such as a local Magistrate and the fire service;
- community events - such as entering the Horticultural show and carol singing to the residents at Docking House and
- performances – such as Archie’s War (WW1 project) at the town hall with other local primary schools and the annual carol concert and nativity in St Mary’s Church.

We actively promote SMSC and British Values at an individual child, class, school, local community, wider community and global level. We are very aware that our children do not live in a community which has the significant level of cultural diversity that is found in many other areas of England. So that our children are able to be prepared for life in today’s modern Britain we therefore actively seek opportunities for our children to encounter these cultural differences via our exchange program with Colebourne Primary, Birmingham and educational visits to London

**Table 1 How we promote, encourage and support children to:**

<ul style="list-style-type: none"> <li>develop their self-knowledge, self-esteem and self-confidence</li> </ul>			
<p>School &amp; Federation teams are selected to acknowledge commitment and dedication not just the most able</p> <p>Opportunities are provided to take part in cluster and county events e.g. area sports, adapted sports and maths days</p> <p>Children throughout the school are given responsibilities from e.g. y6 music for assemblies to KS1 'helpers of the day'.</p>	<p>Teaching allows some flexibility for children to choose their own way of learning e.g. way to present project to others</p> <p>Children are involved with their targets and participate in discussions</p> <p>Participation in Events such as U Rock to develop communication and self confidence</p> <p>Nurture group</p> <p>Intervention sessions such as Talk Boost</p>	<p>Children have a self-selected named adult which they can choose to talk to for support</p> <p>Children are encouraged to recognise that everyone has talents in SEAL sessions</p> <p>Talents shown both within and out of school are recognised and praised in celebration assemblies</p> <p>Children with particular talents are able to share with others e.g. county youth table tennis champion coached peers</p>	<p>Awards are given for none academic achievements e.g. gardening club</p> <p>Children have the chance to take part in performances in and out of school e.g. with the Orchestra for the Age of Enlightenment and Archie's War (WW1)</p> <p>Children are taken outside their usual geographical area to gain new experiences on educational visits</p>
<ul style="list-style-type: none"> <li>distinguish right from wrong and to respect the civil and criminal law of England</li> </ul>			
<p>The value of our school rules is promoted and discussed in assemblies and class</p> <p>Children are encouraged to take ownership of class rules by helping to create them</p> <p>Fairness, turn taking and sharing are developed from the early years</p>	<p>Talking time is given to help resolve conflict between children when rules are broken so they develop an increased awareness of the effects of their actions</p> <p>Police visits to the school e.g. to discuss internet safety positively promote their role as enforcers of the law</p>	<p>Rules from the wider community are introduced, along with their purposes e.g. The countryside code and the highway code via step on it training and cycling proficiency</p> <p>Religious rules for different faiths are studied and it is stressed that English law sits above these</p>	<p>The key aspects of the modern British Judiciary system are taught during the KS2 topic Britain Today</p> <p>The fundamental foundations of English law are investigated e.g. through the 800 years of the Magna Carta celebrations</p>

- act responsibly 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 society more widely

<p>Docking has a positive behaviour policy which is supported by many rewards such as special tickets for helpfulness and kindness.</p> <p>The effects of behaviour, both negative and positive, are discussed on an individual, class and whole school basis</p> <p>We actively promote positive behaviour for learning and this is emphasised and reinforced by a specific section for comment on a child's annual report</p> <p>Our topic based curriculum encourages children to take more ownership of their learning and show their initiative</p> <p>Older children are taught that they are role models and lead by example e.g. team captains and paired with younger children during whole school events</p>	<p>Year 6 children have increased responsibility for their independent behaviour e.g. walking home alone (with parental consent) and arranging the seating and equipment for assemblies</p> <p>Year 6 children undertake tasks, especially late in the summer term, to say thank you to the school such as helping support the younger children and training the y5s in their new 'y6' duties.</p> <p>A St Mary's cup is presented annually for a child's contributions to the school</p> <p>The Hunstanton Rotary Club presents 2 annual awards for citizenship in the community</p>	<p>The school's harvest festival collection is donated to the King's Lynn Food Bank</p> <p>Elderly people from the local community are invited for lunch a day each week</p> <p>Children visit Docking House to sing carols to the residents (care staff visit the school first to talk about dementia)</p> <p>The school choir sings at local events e.g. Grove Orchards and Bircham Windmill</p> <p>Parents are invited in to talk about their jobs and roles within the community</p> <p>We have close links with local businesses such as the Spar, Limagrain and the Fish and Chip shop. Children are made aware of their role e.g. ensuring chip wrappers are disposed of correctly</p>	<p>Children enter village events such as the annual Horticultural show</p> <p>Children's work forms part of displays which are exhibited locally e.g. RAF Bircham Newton's heritage day and west Norfolk's WW1 project</p> <p>Children participate in national charitable events including, NSPCC numbers day, Red Nose Day and Children in Need</p> <p>The whole school supports the Shoe Box appeal with each class creating boxes to send annually</p> <p>Global issues are highlighted such as energy and water and children are encouraged to act locally</p>
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<ul style="list-style-type: none"> <li>acquire a broad and general knowledge of and respect for public institutions and services in England</li> </ul>			
<p>We invite the emergency services and health professionals in e.g. fire safety talks, police, paramedics and the dental nurse</p>	<p>The roles of the British armed forces are taught in our war topic</p> <p>Henry Bellingham MP spoke to the older children about his experiences in parliament</p>	<p>Older children experience a higher level education institution at the UEA on a taster day</p> <p>We encourage children to visit their local library and promote the summer reading challenge</p>	<p>Topic coverage leads to an increased awareness of the roles of public institutions e.g. food standards and hygiene (What do we eat?) and local councils noise pollution (Composers)</p>
<ul style="list-style-type: none"> <li>celebrate and promote harmony between different cultures, cultural traditions and faiths (or none) by acquiring an appreciation of and respect for their own and others</li> </ul>			
<p>R.E. areas of study include both in depth studies of specific religions e.g. Christianity and Hinduism and themes across faiths e.g. How do people pray?</p> <p>Topic links e.g. food / music from different cultures</p> <p>Colebourne Primary school, Birmingham exchange</p>	<p>Local Reverend frequently visits the school</p> <p>Acts of worship related to key traditional Christian events e.g. Easter and Christmas</p> <p>Many school celebrations such as the leavers assembly and harvest festival are held at St Mary's church, however the whole community are welcome to attend</p> <p>Children who are not Christians are able to share thoughts which are valued as much as children's prayers during acts of worship</p>	<p>Children learn the skills of language learning via their French sessions and about French traditions, festivals and customs</p> <p>Value the economic impact of tourism, including from other areas of the UK and other countries, on the local area (Seaside life)</p> <p>We develop an appreciation of the heritage of the local area (The past around us)</p>	<p>Cultural experiences are made available within many areas of the arts e.g. visiting the National Gallery and Houghton Revisited, participating in the BBC 10 pieces music project, visiting the Sandringham sculpture trail and theatre trips such as War Horse</p> <p>Cultural traditions such as Bonfire night are studied and traditional events attended e.g. pantomimes</p>

<ul style="list-style-type: none"> <li>have respect for other people</li> </ul>			
<p>We develop a sense of empathy for others by hot seating, role play and questioning</p> <p>Recognising that we are all different, special and should be valued – especially promoted in SEAL units and circle time</p>	<p>Look at individuals from the past who have made significant contributions in many different ways e.g. Grace Darling and Nelson Mandela</p> <p>Role models from today e.g. David Beckham and Joanna Lumley</p>	<p>Show appreciation by saying thank and making cards for those who help us within school e.g. cleaners and parents who help on trips</p> <p>Writing thankyou letters to places we have visited on trips</p>	<p>Promote respect and value the world’s population by understanding the principles behind Fair Trade</p> <p>Study the allocation of world resources within topics (water, what do we eat?, energy) and the impacts on the world’s population</p>
<ul style="list-style-type: none"> <li>develop respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England</li> </ul>			
<p>Docking has an active school council made up of elected class year group representative who are involved in fund raising – children in need, improving the school environment –OLZ equipment, organising events – talent show and form part of the staff interview process</p> <p>The school is split into 3 colour teams and each year their captains are elected</p>	<p>Issues related to Brexit were studied by KS2 prior to the referendum, including the role of the European Union and bias within election material. A school referendum was then organised and carried out by the year 6 children.</p> <p>Children have the opportunity to be involved with decisions about class event e.g. which DVD to watch and where to have a class picnic and are encouraged to use democratic systems</p>	<p>Docking seeks to hear and listen to the pupil voice by encouraging participation in general pupil questionnaires. Subject leaders also use specific questionnaire and interview children</p> <p>Henry Belling our local MP has visited the school and spoken about democracy and his role</p>	<p>The history of democracy is studied (Ancient Greece)</p> <p>The existing democratic system is studied (Britain Today)</p> <p>Each year the school recognises the significance of Remembrance Day and the reality of those who gave their lives so we could live in today’s democratic society</p>

**Table 2 Curriculum unit coverage linked to SMSC/British Values**

<b>Year A</b>						
Early years/KS1						
R.E.	How do Jews celebrate their New Year?	What festivals of light are celebrated in different religions?	How did it all begin?	What happened to Jesus at Easter?	What do we learn from the story of Joseph in the Bible?	How do Christians become members of their church family?
Topics	Ourselves	Then and Now	Dinosaurs	Plants around us	Airports	Seaside Life
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes
KS2						
R.E.	What does it mean to belong to the Christian Religion?	How is Christmas celebrated individually and around the world?	Why do Hindus worship more than one God?	What difference does the Easter story make to our lives?	What do Christians understand by the Gospel Message?	What rules do different people follow in their worship?
Topics	Wars	Norfolk	Extreme Earth	Mexico	Authors	Theme Parks
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes
<b>Year B</b>						
Early years/KS1						
R.E.	What can we learn from the stories in the bible?	How and why do Christians celebrate Christmas?	What things are special to the Jewish people?	What can we learn from the story of Easter about being saved?	How is love celebrated through different faiths?	Who were the friends of Jesus?
Topics	What do we eat?	Weather	Homes	Mini beasts	Artists	Olympics
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes
KS2						
R.E.	Why and how do people pray?	Are Christian celebrations relevant to the whole community?	How do Buddhists worship?	Why is the Easter story so important to Christians?	What different faiths do we have in our Community?	How are places of worship different from and similar to each other?
Topics	What do we eat?	Composers	Energy	Britain Today	Ancient Civilisations	Olympics
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes

**Year C****Early years/KS1**

R.E.	How do Jewish people worship?	Why do Christians believe Jesus was a special baby?	What is inside Docking Church?	How and why do Christians celebrate Easter?	Why did Jesus tell stories?	Why did Noah build an ark?
Topics	Families	Toys	Wild Animals	Growing plants	Trains	Changing Seasides
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes

**KS2**

R.E.	What is faith and what difference does it make?	What do the different titles given to Jesus tell us about him?	How do Muslims worship?	What important stories are discussed in the Bible?	What signs and symbols are important to different religions?	How are the arts used in faiths?
Topics	Vehicles	Docking	Natural Disasters	Roman Empire	Invaders and Settlers	Artists
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes

**Year D****Early years/KS1**

R.E.	How is music used in worship?	Can stories be told in glass?	Why is the Torah important to Jews?	Why do we have pancake day?	What do we learn from religious stories?	Which rules do I follow?
Topics	Healthy Eating	Seasons	Buildings	Pets	Authors	World Cup
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes

**KS2**

R.E.	How do different religions worship?	What would happen if Jesus was born again now?	Does it make a difference if people believe in God or not?	What part did the disciples of Jesus play in the Easter story?	How do Sikhs use the five Ks in their everyday lives?	What does the Lord's Prayer mean?
Topics	Keeping Healthy	Engineers	Water	Capital Cities	The past around us	World Cup
Seal	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Relationships and changes