



## **Tower Hill Primary School**

### **British Values and SMSC at Tower Hill**

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Through our Jigsaw PSHE curriculum, the pupils of Tower Hill Primary School are provided with opportunities to enhance their spiritual, moral, social and cultural development through: cooperation, communication, evaluation, reflection, decision making and managing their emotions. The children learn about their human rights and engage with issues of diversity, identity and equality through exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas.

### **Spiritual, Moral, Social and Cultural (SMSC) development**

In accordance with the Ofsted School Inspection Handbook, updated on the 11<sup>th</sup> July 2022, all pupils will have the opportunity to learn and demonstrate SMSC through their...

#### **Spiritual:**

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, 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 experiences

At Tower Hill we aim to promote opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

#### **Moral:**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- 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

At Tower Hill we aim to promote opportunities that will enable pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others

- Distinguish between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal laws of England
- Show respect for the environment
- Make informed and independent judgements

#### **Social:**

Pupils' social development is shown by their:

- 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 liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

At Tower Hill we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Foster a sense of community
- Promote racial, religious and other forms of equality
- Provide experiences, such as team building activities, to reinforce school values
- Provide opportunities for pupils to exercise leadership and responsibility

#### **Cultural:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

At Tower Hill we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, National, European, Commonwealth and global dimensions
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in, and respond positively to, artistic, sporting, cultural, musical, mathematical, technological and scientific opportunities

## Planning

Teachers are mindful of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural experiences. A vast majority will be delivered through cross curricular activities, as well as specific PSHE and RE lessons, planned and taught through the Jigsaw PSHE Units, Zones of Regulation and the Living Difference RE scheme that we follow at Tower Hill. See APPENDIX A for details of the Jigsaw PSHE scheme and its links to SMSC and promotion of British Values. On occasions, themed days or weeks such as Healthy Schools Week, will be planned for to ensure pupils participate in a rich curriculum. Other aspects of SMSC will be covered during assemblies (please see our ongoing collective worship overview)

## Spiritual:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

- Knowledge of, and respect for, different people's faiths, feelings and values

RE lessons all start with a lesson thinking about children's own beliefs and then will look at others beliefs. Promoted through Jigsaw lessons, assemblies e.g. Key stage Diwali, whole school religious celebrations e.g. Diwali, EYFS celebrate the Chinese New Year. When reading, children are encouraged to make comparisons between themselves and characters. Children are encouraged to share their own religions, e.g. Eid. 1:1 Elsa sessions help children understand and reflect

- Showing a sense of enjoyment and fascination in learning about themselves, others and the world around them-KS2 watch Newsround every day and have weekly French lessons. The around the world display celebrates children's culture, comparing their own lives with those in other countries. In R.E children discuss how they celebrate their religion at home. 1:1 Elsa sessions support children in this area.

- Use their imagination and creativity in their learning-Through weekly delivery of DT and Art lessons across the school, therapeutic story writing, outdoor learning sessions, music and singing. At Tower Hill pupils have a voice through school council. We provide after school clubs including craft, art, science drama and dance workshops including Gremlin Dance Challenge.

- Willingness to reflect on their experiences

## Moral:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

Promoted through our traffic light behavioural system which can be found in our behaviour policy, jigsaw lessons and circle time

- Understanding of the consequences of their behaviour and actions-Through our traffic light behavioural system which can be found in our behaviour policy. School policies are created along stakeholders, including pupils. Celebration assembly recognises a wide range of successes and good behaviour. Each class has its own behaviour aspects such as raffle tickets or stickers. Displays around the school encourage pupils to take responsibility for their actions, these include zones of regulation, pants-personal safety and internet safety displays. Bins in school encourage and support children in recycling. There is a friendship stop on the playground and traffic lights are displayed in classrooms to support behaviour.

- 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-Through Jigsaw lessons, 1:1 ELSA sessions, watching Newsround in KS2 and during whole school assemblies. In Year Three children look at the question 'Good and Evil - Does good come out of evil?'. Pupils vote for

their class school council. Assembly themes regularly cover moral themes. At the start of each academic year, each class will create a set of class golden rules which will be displayed in the classroom throughout the year. Teachers will remind pupils of the rules when needed. 1:1 Elsa sessions also support this.

### **Social:**

- Use 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 -

Including Christmas productions, class assemblies, sport teams playing against other schools, School Council, Year 1 show and tell, Year R talking about their models, lego talking therapy, therapy dog and breakfast and after school clubs.

- 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

Through Harvest collections, the choir sing at a local care home and in Farnborough town centre, and through taking part in art competitions planned by a local estate agent. In Year 1 they have a fire engine and firemen visit and a midwife. Also covered in the Year R's topic 'people who help us

- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain Children vote for school councillors each academic year. They vote for golden pebble treats. Through Year 6 house captains, school council, cupboard monitors, Year R whiteboard monitors and Year 1 chair, book and sound mat monitors.

### **Cultural:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others- Through History, Art and Music lessons, workshops e.g. Year 1 toy workshop and food tasting. Year R celebrate Chinese New Year. Classes celebrate birthdays, Eid, Diwali, and Remembrance. As a whole school we go to church at Christmas and Easter and Year 1 taking a trip to St Johns Church to do an Easter Walk.

- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain-Tower Hill has been awarded EMTAS Bronze award. Displays around school showing where we children come from and on each class door all language spoke in that classroom are displayed.

- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities-Tower Hill delivers a Sports day, sporting matches, art competitions, P.E lessons each week, afterschool art and sporting clubs, whole school marathon day and golden mile completed and tracked by all children. During EYFS/KS1 pantomime trip in Autumn 2, KS2 daily Newsround, using news clips in Geography lessons, and offering children a wide range of workshops, trips and visits throughout the year.

- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

- **Developing curiosity and wonder through hooks at the start of units** -EYFS children are greeted with a giant beanstalk in their classroom for the beginning of their Jack and the beanstalk unit. Children go on many class trips to various places such as the zoo, science centres, Butser farm etc.
- **-Showing insights into deep questions about life, change and death** -Through Jigsaw lessons. Aspects are covered in the Year 1 Science topic 'Ourselves' and the Year 1 R.E. unit 'Change'. Emotional support is also offered through 1:1 Elsa sessions, counsellor and play therapist.
- **Providing opportunities for awe and wonder** -Through trips, Year 6 residential, outdoor learning, science experiments, and all children having the opportunity to spend time in the sensory room. A Year 3 Geography unit encourages children to imagine themselves in the middle of an earthquake.
- **Developing a sense of security, well-being, worth and purposefulness**-At Tower Hill there is an expectation to wear school uniform. School values are celebrated with values awards in assemblies. Well-being is promoted through celebration assembly, displays in classrooms and communal areas, weekly newsletter to parents, ELSA sessions, KS1 mindfulness after school club, play therapy, therapy dog and counselling. KS2 complete a R.E.S.T test termly and interventions for well-being are then delivered. Through the delivery of the Year 1 and 5 RE unit on 'belonging'.
- **Planning collaborative work on a regular basis**- In class, in year groups or in dojo teams, for example during Sports day, weekly celebration assemblies where we celebrate winning dojo house and corridor stars
- **Providing pupils with positive experiences to reinforce our values as a school community**- During the Year 6 residential, fund raising events and the selection of prefects and house captains
- **Helping pupils to develop personal qualities which are valued in a civilised society**-Promoted through celebration assembly, values badges, dojo points, prefects, house captain, school council and class responsibilities
- **Providing opportunities for pupils to exercise leadership and responsibility**-
- **Extending pupils' knowledge and use of cultural imagery and language**- Through R.E, History, Geography, Music, Art and French lessons. Through drama workshops and EYFS/KS1 trip to the pantomime each Christmas.
- **Recognising and nurturing particular gifts and talent**- Through Show and tell in class, celebration assembly, acknowledging out of school achievements, auditions for choir and dance challenge , 1:1 ELSA sessions, Star Spotters, Music group lessons where children can earn certificates, receiving medals on sports day, earning pen licences and sport competitions with other schools.

## **British Values**

The definition of British Values was set out by the government in the 2011 Prevent Strategy and added to Ofsted inspection guidance in July 2014 *'to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'*

At Tower Hill these values are regularly promoted through high quality teaching, a rounded programme of collective worship and assemblies and a positive behaviour/ learner attitudes policy. This provision allows pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. We teach British Values through planning and delivering a broad and balanced curriculum that includes suitable opportunities for exploring these values.

### **Democracy**

Democracy is evident throughout Tower Hill Primary School. Our school's Behaviour policy involves whole-class rewards which the pupils vote on as a class.

Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of these rules and decide how and why it is important to behave in school and in class. All adults and children within a class signs the charter to say they agree to them.

Election for School Council representation takes place within classes in the first half term. This is then followed by a whole school election where children go to a replica polling station and vote for the Chair and Vice-Chair. This comes after school council pupils give a short speech as to why they believe children should vote for them. The school council meet every other week, minutes are taken electronically and council members share these with their classes.

Children are able to put forward their views about the school through pupil conferencing and pupil questionnaires. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other.

### **The Rule of Law**

The importance of rules/ laws whether they are those that govern the class, the school, or the country, are consistently reinforced at Tower Hill. At Tower Hill we have a traffic light behavioural system which highlights positive behaviour and has consequences for children who end up on yellow, amber or red (please see our Behaviour Policy). Pupils are taught from an early age the rules of school. These are our Golden Rules, Playground Rules and Safety Rules. Pupils are taught the values and reasons behind rules and laws both in school and in the wider community. Visits from authorities such as the Police and Fire Service help reinforce this message.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through PSHE lessons and sessions on E-Safety where children are taught how to keep themselves safe, including on-line. E-Safety is addressed through computing lessons, assemblies, circle time, as well as through the Jigsaw PSHE curriculum.

As a school we believe the role of PSHE is significant to individual pupil motivation and achievement; it teaches children to make independent, healthy, confident and respectful choices in order to develop into an active citizen with a strong, positive disposition and self-worth. Please see the PSHE policy.

### **Mutual Respect**

Mutual respect is at the heart of Tower Hill and is one of our School values. Mutual respect is promoted in a range of class based and whole school ways. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect and be polite. We make every effort to challenge incidents of prejudice, bullying and harassment. Our values - Respect, Fairness, Friendliness, High Expectations and Achievement - were drawn up by us all, pupil and adult, to reflect the qualities which we feel our children need for them to develop socially, emotionally and academically.

### **Tolerance of those of Different Faiths and Beliefs**



This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Through the PSHE curriculum, the pupils of Tower Hill Primary School are provided with opportunities to enhance their spiritual, moral, social and cultural development through: cooperation, communication, evaluation, reflection, decision making and managing their emotions. The children learn about their human rights and engage with issues of diversity, identity and equality through exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas. Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. Visits are made by local religious leaders and children have the opportunity to visit places of worship.

**Please see the below table that highlights where British Values are additionally addressed in our PSHE curriculum.**



The mindful approach to PSHE

## British Values in Jigsaw by Puzzle and Year Group

### Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓



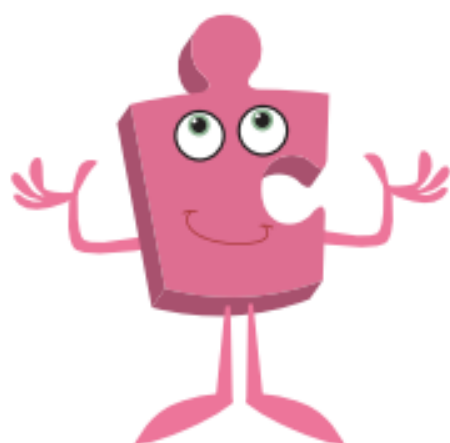


### Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

### Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓



## Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

## Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

