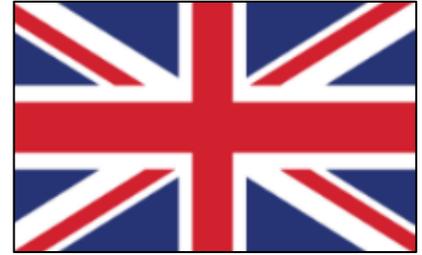




Orchard Special School

Fundamental British Values and SMSC



Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of all pupils. As part of this requirement, schools are expected to actively promote fundamental British values. The government defines Fundamental British Values as:

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

Through ensuring pupils' SMSC development, schools demonstrate they are actively promoting fundamental British values. SMSC are defined as:

Spiritual- Pupils' spiritual development is linked to learning about who we are as individuals and how we understand other people. It is developed through our learning about feelings and attitudes and exploring what we think about the world around us.

Moral – developing an understanding of right and wrong and how our own behaviour impacts on others. It aims to develop a caring attitude and demonstrates how to be kind and helpful and to think about other people's feelings.

Social – The children learn to work together, to support and respect each other and take responsibility as fully participative members of their community. They develop a sense of belonging and develop their knowledge, skills, understanding and attitudes to make a positive contribution to their communities. They develop positive relationships.

Cultural – The pupils will be developing a sense of their own identity by experiencing and sharing celebrations familiar to their own religious and home background. At the same time, they will be learning about the cultural traditions and beliefs of others. Pupil's understanding is encouraged by learning about, and participating in, a range of experiences related to diverse cultures.

PSHE and RE have particular focus on these aspects of learning. The Orchard ensures that SMSC and Fundamental British Values are embedded within the ethos of the whole school. All curriculum areas provide a vehicle for furthering understanding of these concepts in a way that is appropriate for the pupils at Orchard. These core values are promoted by all staff and the whole school community.

*The chart below shows what fundamental British values looks like at The Orchard School.

Further information

The following guidance from the Department for Education (DfE) may be useful for further information:

FBV through SMSC guidance 2014: [Advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274242/Advice-template-publishing-service.gov.uk)





FUNDAMENTAL BRITISH VALUES AT THE ORCHARD SCHOOL



DEMOCRACY
We all have a say.

Everyone has the right to be heard. Every pupil has a voice and is listened to.

Every pupil has their communication needs met to make sure they have a means of communicating their needs and ideas. Mode of communication to enable my voice to be heard and my needs to be met. PECS, Tassels, OoR, ALDs, MAKATON

Learning good listening is an important aspect of valuing each other's right to be heard. Listening is just as important as using one's voice.

Every pupil has opportunity to take part in decision making in school/class activities.

A School Council is voted for by all pupils in school. The school Council is made up of those pupils voted for and represents the views of the pupils across the school. Making a positive contribution to the school.

Making choices in different contexts.

Everyone takes part. Activities are adapted to ensure that no disability or need is a barrier to participate.

Turn taking / sharing in different collaborative activities. Begins to understand fair and unfair.

Able to take ownership for and be active in their own learning.

Make choices in activities.



RULE OF LAW
We respect the rules of school and follow the laws in society.

Pupils learn to recognise and manage their feelings and behaviour.

The children learn, through PSHE, how to be kind and helpful, how to manage their own behaviour and to understand how their behaviour affects others.

In class good sitting, good looking and good listening are important basic rules of the classroom. Class rules- symbol charts. Good listening, looking, sitting.

Create simple rules, such as agreeing the rules about tidying up – having agreed responsibilities in class.

The pupils learn, remember, and follow the school and class rules. They begin to understand the need for rules to keep everyone safe.

Understanding of right and wrong is important. Understanding the consequences of not doing the right thing is important too.

The pupils begin to learn that the police make sure everyone follows the rules in wider society and we all have to follow. The police keep us safe.

Playground rules – understanding following rules keeps us all safe.

Understand that we need rules in place to keep us safe, healthy, and happy.

Following individual behaviour plans



TOLERANCE OF OTHER PEOPLE'S CULTURES AND RELIGIONS
Together we are one community who care. Respect and understand one another.

Displays curiosity about the world around them and different people, starting with those within the school community.

Accepts and respects the faith and beliefs of others. Recognise that we are all different and be curious to find out more.

Learns about other people and religions: custom, prayer and music, food, special people and artefacts and where possible visit places of worship.

The school promotes and celebrates religious festivals, involving families where possible.

The school recognises difference in religious beliefs and is sensitive to the needs of different groups, (e.g. Being aware dietary laws and customs)

Promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences.

Arrange visits whereby children can engage with the wider community.

Use of materials/resources that represent the diversity of the school and community beyond.

Learn about/ celebrate key events that happen in the UK across the year – national events.



MUTUAL RESPECT
We respect others and expect them to show us respect.

Treats others with kindness.

Help others and know how to ask for help from others. Helps peers when it is needed.

Learns and demonstrates good manners – being able to say sorry, thank you, and compliment others, appropriately.

Promoting equality as a right of access to the whole curriculum.

Learn and develop social skills needed to promote positive relationships. Turn taking/ sharing skills.

Recognising emotions in self and in others. Recognising the effects of one's behaviour on how other people feel.

Recognising the needs of others beyond school through participating in charity events to raise money for different causes. Recognise we can all make a difference.

Pupils will be encouraged to enjoy taking on responsibility for small jobs in class.

Circle times activities to share their own ideas and views and listen to those of others.

Learning about others through role play.

Participate in group activities and recognise everyone has a role in the activity.

Antibullying week



INDIVIDUAL LIBERTY
We know our human rights and exercise them in school life and beyond.

Every child has the right to feel loved and valued.

Celebrate the uniqueness of each pupil. Recognising and celebrating own differences and achievements.

Every pupil has a right to be taught and guided in learning self-help and independence skills to become as independent as possible to meet their own needs. Every pupil has the right to have their basic needs and dignity to be met.

Pupils learn how to have control over their own lives by being able to say yes or no, and to recognise that others have this right, too.

Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Everyone has a right to be safe. Know how to ask for help if scared or worried. Know who to ask for help and how to ask for help.

Freedom to make own choices.

Recognise and include the interests of each pupil into activities across the curriculum.

Right to be always kept safe. Know how to seek help if they do not feel safe.

Learn how to keep safe.