

At Southwick School, British Values are seen as a 'golden thread' of our curriculum and are promoted and celebrated in so much of what we do, not least during our school assemblies, Religious Education and through the curriculum. Alongside our Christian Values, these values form an integral part of our school ethos and vision. As well as actively promoting British Values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Being part of Britain

As a school, we value and celebrate the diverse heritage within our school community whilst valuing and celebrating being part of Britain. Our children learn about being part of Britain from a range of different perspectives:

- In Geography, the children learn about Britain's capital cities and counties, its rivers and mountains as well as studying the local environment in which they live. They also learn where Britain is in relation to the rest of Europe and other countries in the world;
- In History, children learn about important events that have shaped our country such as the World War II and think about why historic monuments, such as Stonehenge, were built;
- We celebrate customs such as the Harvest Festival in the Autumn term.

Democracy

We provide our children, parents and staff with opportunities for their voices to be heard at Southwick School and, where possible, act on their wishes as democracy is central to our school ethos. One example of democracy in practice is the School Council. School Council members are elected by their peers, demonstrating democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using etc. Each class elects two representatives and along with other members of the School Council meets regularly to discuss issues raised by the children. The school council is able to effect change within the school; the School Council worked together, with Mrs Shellard, to raise money to buy staging for the school playground; has decided to replace our School Value canvases with new ones; and has been instrumental in organising the work of the Sports coaches employed by the school.

Other examples of 'pupil voice' are:

- Children agree their 'Class Rules' and the rights and responsibilities associated with these; all children contribute to the drawing up of these rules; they are clearly understood by all and are seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment;
- Elected representatives attending Trowbridge Youth Parliament;
- Young Sports Ambassadors working with the PE Subject Leader to encourage children to engage in sport;
- Through 'Pupil Discussions' the children are asked to respond and reflect on a wide range of areas pertaining to school life.

Pupils are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. .

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and through Restorative Justice when reflecting on behaviour choices. Pupils are provided with opportunities to discuss the value of and reasons behind laws, to help them understand that they govern and protect us, that they involve responsibilities, and that there are consequences when laws are broken. These values are reinforced in different ways:

- Visits to/from authorities such as the police and fire service;
- During RE, when 'rules' which underpin particular faiths are discussed and considered.
- During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.

Individual liberty

Although we teach the children that rules and laws provide a framework for living harmoniously, we also promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety lessons and when considering risk assessments for trips and visits.

Mutual respect and tolerance of those with different faiths and beliefs

At Southwick School, we aim to provide every pupil with an understanding of the need to respect a wide range of religious values, languages and cultural traditions and different ways of life. Our pupils know and understand that it is important that respect is shown to everyone and to everything, whatever differences we may have, whether it is a school resource or a religious belief. We teach our children that their behaviour choices have an impact not only on their own rights but also those of others. All members of the school community should treat each other with respect.

We use the curriculum as a vehicle to enhance pupil's understanding and respect for different faiths and beliefs:

- Through Religious Education, Collective Worship and other lessons where we might develop awareness and appreciation of other cultures;
- Through specific topics such as 'India' where pupils develop a real appreciation of the diversity of cultures and beliefs.

Defining spiritual, moral, social and cultural development (SMSC)

In addition to the promotion of British Values, the school also seeks to promote SMSC as we believe that it is a fundamental part of preparing all pupils to take their place in 21st century Britain.

What is SMSC?

The spiritual development of pupils is shown by their:

- 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 experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- 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 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, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, 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