

British Values and SMSC at Mandale Mill



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Making an Impact on Lifelong Learning



Statement of Purpose

Mandale Mill Primary School considers British Values and SMSC (Spiritual, Moral, Social and Cultural education) to be an integral part of school life. We believe our teaching of British Values and SMSC is holistic and supports all areas of life at Mandale Mill. Our curriculum is underpinned by the values of mutual respect and tolerance. Mandale Mill is situated at the heart of a multicultural town and we believe it is significant our children understand the importance of respecting the faiths, values and culture of others. From an early age the children at Mandale Mill are taught to understand, accept, respect and celebrate diversity and understand the rights they have as children in society. We nurture our children to enable them to play a full and meaningful role in society.

Mandale Mill Primary School Framework

Enrichment

Enrichment to the curriculum is a vital part of at Mandale Mill Primary School life. We have a wealth of clubs available to the children based on curriculum, social and extra-curricular needs for the current cohorts. Clubs may additionally be linked to the current School Improvement Plan. Clubs for the academic year 2017/2018 include (but are not limited to):

- Enterprise Club to allow children to participate in the local community and use their social skills and imagination whilst understanding the importance of participation and cooperation;
- DT Club where children will make items for charity to develop understanding of others, volunteering and the world which surrounds them;
- History Club, which for the 2017/2018 academic year will be focusing on the creation and burying of a time capsule due to the new building in order to support children's learning about themselves and allow opportunities for imagination and creativity.

Clubs are ran on a 9 week programme, with a new cycle starting each term, to maximise the opportunities for children. The Steering Group additionally supported adults in the decisions around which clubs would be ran and how the club may be organised.

Enhancement

Children at Mandale Mill have a range of enhancements to the curriculum in the form of educational visits and residential trips. There are currently two residential trips offered to pupils at Mandale Mill: one in Year Five and the second in Year Six. These are linked to the children's topic at the time of attendance (Stargazers and Blood Heart) but are in place to support the whole development and education of the individual child. The residential opportunities support children to explore their feelings and values, explore their surrounding world and use imagination and creativity in their learning. Additionally, children are expected to develop understanding of social skills through a range of group tasks which, in turn, will require an understanding of diverse viewpoints and cooperation.

Educational visits and visitors coming into school are an intrinsic part of the long-term planning structure at Mandale Mill. Children have the opportunity to meet a range of professionals linked to their topic and visit a wide variety of locations to take part in engaging and educational activities. Visitors may include people such as nurses or local politicians and some of the organised visits for the 2017/2018 academic year include Year Four visiting the Sea Life Centre, Year Three going to a Greek restaurant and Year One investigating habitats and animal life cycles at the local woods. We firmly believe these opportunities and experiences outside of the children's local area encourages the children to enjoy learning about the surrounding world, develop a mutual respect of those different to themselves and independently experience and learn about other cultures.



Yearly Opportunities

Children at Mandale Mill have a variety of opportunities throughout the year in order to gain skills around democracy, the rule of the law and volunteering. We have two student-led groups at Mandale Mill: Steering Group and Eco Group. Steering Group is a Rights Respecting and School Council based group. Children make decisions around fundraising, promoting Rights Respecting in school and in the local community and are involved in interviewing new staff members. Eco Group care for the outside area and use their imagination and creativity skills to develop sustainability within the building and the outdoor provision. Both groups are democratically elected with children encouraged to vote for their representatives based on their ideas and ability to communicate with their peers rather than friendship. Mandale Mill is currently a Level One Rights Respecting School. Our children take part in votes, pupil-voice questionnaires and governing body meetings at given points throughout the year.

Mandale Mill also has a stringent behaviour policy in place which encourages children to understand and recognise right and wrong and appreciate the consequences and rewards in place. All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect.

Subject Links

English

English is a key component to life at Mandale Mill and we encourage the use of written skills in all areas of learning. Children from Early Years to Year Two access the Read Write Inc. curriculum which encourages the use of 'talk partners', 'have a think' time and 'my turn, your turn'. This encourages children, from an early age, to have mutual respect for others beliefs, explore their own theories and use a range of social skills. Children are taught to discuss their viewpoints and celebrate the different responses to a book.

Books throughout the school have themes covering tolerance, mutual respect and democracy. Where appropriate lessons may look at how these themes are presented and how characters embody the values we expect from pupils. Poetry and songs from other cultures and time periods are also examined, in topics such as 'A Child's War' in Year Six, 'Rio De Vida' in Year One and 'Road Trip USA' in Year Four. In Year Three, Year Five and Six, lessons will also begin to explore the meaning of concepts such as liberty, democracy and tolerance.

Maths

All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths on a global scale. Every pupil at Mandale Mill is encouraged to believe they are able to achieve and we endeavour to build confidence and self-esteem. Problem solving and group work are encouraged in Maths to understand the values of mutual respect and support for one another. During whole-school events such as Enterprise week children are encouraged to investigate and apply Maths to a range of situations, tolerance and resilience are promoted. Children are encouraged to take risks and try different methods.

Science

British Values and SMSC are promoted in Science at various points. Children are encouraged to think about individual liberty and begin to think about investigating moral/ethical issues. They are encouraged to offer reasoned views, use a range of social skills and reflect on the information they have discovered. In Key Stage One children begin to understand consequences through themes such



as healthy diet and the importance of healthy living and hygiene. This is developed throughout Key Stage Two when children cover topics such as drugs, lifestyle choices and nutrients in the body.

History and Geography

Throughout History children are encouraged to use their underpinning skills of British Values and SMSC. Pupils analyse events in the UK and world history where British Values have been tested and formed. 'Land Ahoy!' in Year Two, 'Revolution' in Year Six and 'Off With Her Head' in Year Five are examples of topics in which children will discuss the shaping and development of British politics. Children will appreciate the cultural influences around at the time period they are studying and understand the consequences of the decisions made. 'Gods and Mortals' in Year Three, 'I Am Warrior' in Year Four and 'Pharaohs' in Year Five promote children's understanding of those with different faiths and beliefs and expect children to compare and contrast these with British Values.

In Geography, children think about cultures around the world. They develop their mutual respect and tolerance for other cultures and enjoy learning about the surrounding world. They begin to appreciate and understand cultural influences on a country including the economic development, for example, in third world countries. They also look at how others think, feel and work on a global scale and appreciate the diversity of the viewpoints they will learn about.

During the Summer term children take part in Local Area Week, thinking about the geographical and historical aspects of Thornaby as a town. The whole school is encouraged to think about local respect and tolerance, volunteer in the community and enjoy learning about themselves and the local area. Children may visit places of local worship, take part in a history trail walk or learn about the background of those identified on the local cenotaph. Throughout the week the children are encouraged to use a range of social skills to communicate with those from the local community or other age groups in the school, potentially during a class assembly for parents.

Computing

Within Computing we promote tolerance through different people's ideas. Children regularly have the opportunity to work both independently and as a team in Computing. This encourages resilience and self-esteem development. Peer assessment is also encouraged as children are asked to 'magpie' ideas from their peers. Children are expected to share ideas and resources whilst encouraging and supporting each other. By promoting high expectations through the setting of ground rules, linked to the consistent whole school behaviour policy, children understand the importance in right and wrong choices. E-Safety is also a prominent theme in school which underpins all teaching and learning. Children learn from an early age at Mandale Mill that others may make the wrong choices when using technology and how to keep themselves safe by understanding and recognising right and wrong.

Art and Design and Design Technology

The Art & Design curriculum delivers British Values through having a sense of enjoyment and fascination in learning about the world around them as the children participate in creative activities. We promote tolerance through different ideas and encourage our children to develop their creative responses in understanding different cultures and styles within art. Children have the opportunity to work independently and as a team to build resilience and self-esteem as they share ideas and resources. Peer assessment is also encouraged to develop children's skills in supporting each other.

During food technology the children experience a range of food from other cultures. They look at the cultural influences on the food they are cooking and the diversity of the ingredients available to them. They also learn about the staple food of other countries, the sourcing of foods we consider to be



'every-day' but may have more exotic roots, such as bananas and how we can support those who suffer from malnourishment.

Music

The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world (North America, South America, Africa and India as well as from other cultures closer to home in Europe and the United Kingdom). The children are encouraged to engage with and perform songs in a variety of languages. They are taught to appreciate the variation of cultural influences on the music they are listening to. Each topic in school has music linked to it, including classical, from Year One to Year Six. This encourages our children to understand the history of music in the United Kingdom and the wider world and gain access to music and musicians they would otherwise not engage with.

Physical Education

At Mandale Mill children have a good access to a variety of physical activities and sporting events. They have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first children don't succeed. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.

Religious Education

Many of the values are studied explicitly as religious and non-religious concepts across the key stages in R.E. In our lessons we aim to foster mutual respect through structured debate and discussion. Children are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the R.E curriculum is focused on understanding the beliefs and world-views of different people all over the world and through understanding, true tolerance develops. Children are encouraged to think of the Rights to the children around the world during R.E and link the Rights they can describe to the cultures and beliefs they are exploring.