



Promoting British Values and SMSC at Lord's School

Lord's School commitment to Democracy, Respect and inclusion.

At Lord's School, we are committed to nurturing well-rounded individuals by actively promoting the fundamental British values of **Democracy**, the **Rule of Law**, **Individual Liberty**, and **Mutual Respect and Tolerance** for those with different faiths and beliefs. Our curriculum is designed to integrate these values through our Social, Moral, Spiritual, and Cultural (SMSC) development programs, tailored for both Key Stage 3 and Key Stage 4 students.

Spiritual: This includes exploring beliefs and experiences, respecting faiths, feelings and values, enjoying learning about oneself, others and the surrounding world, being able to reflect, and using imagination and creativity

Moral: This includes recognising right and wrong, respecting the law, understanding consequences, investigating moral and ethical issues, offering reasoned views and having an appreciation of British Values.

Social: This includes investigating moral issues, appreciating diverse viewpoints, participating, volunteering and cooperating, resolving conflict and engaging with the fundamental values of British Democracy.

Cultural: This includes appreciating cultural influences, appreciating the role of Britain's parliamentary system, participating in culture opportunities and understanding, accepting, respecting and celebrating diversity.

Spiritual

Implementation:

- RE lessons provide an opportunity for children to learn about and discuss beliefs and religion
- Children have opportunities to learn about religious events and celebrations – Ramadan & Eid, Christmas
- Children take part in national reflection events – Remembrance Day, National reflection day
- Children take part in activities where they can use their imagination and learn to infer
- Children have opportunities to learn about religious events and celebrations

Impact:

- Children can talk about different religions
- Children know how to treat people who have different faith, values and beliefs with respect
- Children learn how to think deeply and ask questions
- Children develop their imagination and creativity

Moral

Implementation:

- PSHE and RSE scheme of work
- Police visits to school to deliver talks
- Representatives from charities to visit school to deliver talks

Impact:

- Children learn that everyone has rights.
- Children develop personal values to make a positive contribution to modern society.
- Children learn to challenge stereotypes and understand they choose and can change their values.

Social

Implementation:

- School 'rules and rewards: Children know and understand them, they are simple, clear and fair. Children are taught to understand they are responsible for their behaviour through the language of choice and that actions have consequences.
- Children learn how their behaviour choices impact on other people and how communication, feelings and behaviour are linked.
- Children's choice opportunities to work with children from different year groups
- PSHE scheme of work and form times

Impact:

- Children take responsibility for their behaviour choices and know their actions have consequences
- Children understand how to behave in school and society in a socially acceptable way
- Children know how to regulate their emotions and how to resolve conflict
- Children can listen to others and respect different points of view

Cultural

Implementation:

- RE & PSHE schemes of work
- Children learn about celebrations throughout the year
- Children explore, value and celebrate difference through PSHE sessions, RE sessions and form times
- Topics include opportunities to learn about other countries and cultures
- The work of the Class Captains, parliament week and talks by local MPs

Impact:

- Children can talk about their own beliefs and the beliefs of others
- Children know how to treat others with respect and celebrate diversity

Key Stage 3 SMSC

Spiritual Development

- **Exploration of Personal Values and Beliefs:** Students are encouraged to reflect on their own beliefs and the big questions of life.
- **Understanding Spirituality:** We focus on the importance of spirituality in our lives and how it influences personal growth.

Moral Development

- **Sense of Personal Morality:** Students learn to develop a strong moral compass and make ethical decisions.
- **Impact of Actions:** Understanding the consequences of one's actions on others is emphasized.

Social Development

- **Healthy Relationships and Social Skills:** Building interpersonal skills is a cornerstone of our program.
- **Social Justice and Human Rights:** Students explore the impact of social, economic, and political factors on society.

Cultural Development

- **Cultural Diversity:** We emphasize understanding and appreciating cultural heritage and traditions.
- **Cultural Identity:** Students explore how culture shapes personal identity.

Key Stage 4 SMSC

Spiritual Development

- **Personal Meaning and Purpose:** Students are guided to develop a personal sense of meaning in life.
- **Spirituality Across Cultures:** Exploring spirituality within different cultures and religions is part of the curriculum.

Moral Development

- **Ethical Framework:** Developing a strong ethical foundation for decision-making and understanding the role of law and justice in society.
- **Complex Moral Dilemmas:** Students engage in discussions about challenging moral issues.

Social Development

- **Communication and Teamwork:** Strengthening these skills is key to personal and professional success.
- **Social Responsibility:** Encouraging students to understand their role in society.

Cultural Development

- **Cultural Heritage and Globalisation:** Understanding the effects of globalisation on culture and developing a global perspective.

Fundamental British Values

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote 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 Government set out its definition of British values in the Prevent Strategy: these values are reinforced regularly and in the following ways:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

We teach British Values through planning and delivering a broad and balanced curriculum. These values are taught explicitly through PSHE lessons and Religious Education (RE).

As part of our curriculum pupils have the opportunity to run as a class Captain and communicate any thoughts and views of their class with teachers and the Head Teacher.

- **Democratic Process:** Students learn how citizens can influence decision-making
Democracy is an important value at our school, and we invite the local MP to come and give an insight in to what happens in Parliament. Pupils have the opportunity to have their voices heard through our class representatives, pupil conferencing and by having good relationships with our teachers, pupils are encouraged to share their thoughts with their class. Individual children (or classes) who show they are modelling our vision, are selected for achievement awards to celebrate their achievement. The pupils have agreed on class rules at the start of the year to help ensure they actively work and demonstrate these rules when conducting themselves around the school. The rules are based around the Lord's School ethos which embedded in all we do.

- **Rule of Law:** Emphasizing the protection and safety provided by the law.

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for positive behaviour is aligned to an agreed set of rules and if children are given verbal warnings this is always set against the agreed school behaviour policy. Classes have reward systems where children are rewarded for living their life by the chosen set of rules. Pupils are taught the value and reasons behind the laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from our authorities such as the police and fire service are regular parts of our calendar and help reinforce this message.

- **Individual Liberty**

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school, we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedom and are advised how to exercise these safely, for example through Relationships curriculum, our E: Safety teaching & RE Syllabus. Our children are encouraged to participate in events to help build their skills and have experienced the taste of success through hard work, resilience and perseverance.

- **Mutual Respect**

Lord's behaviour policy is based around core values such as 'respect' and 'responsibility' these values determine how we live as a community. Children and adults alike, including visitors, are encouraged to conduct themselves in an inclusive manner and reflect on how things could be improved further. Knowledge content in the History and Geography coverage and communities theme spark conversations and debate around what happens when others are not treated fairly and how we can combat this as world citizens.

- **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 have children from a range of nationalities and cultures, and it is essential that we widen children's understanding of the diverse cultural and multi

faith society in which we live. Discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and identified in our curriculum. Children are encouraged to research and discover differences and similarities between different faiths and visiting different places of worship, comparing their experiences with their peers.

Personal Development Goals

- i. **Self-Knowledge and Confidence:** Encouraging self-awareness and self-esteem.
- ii. **Distinguishing Right from Wrong:** Respecting the civil and criminal law of England.
- iii. **Social Responsibility:** Encouraging positive contributions to the community.
- iv. **Respect for Institutions:** Gaining respect for public institutions and services in England.
- v. **Cultural Tolerance and Harmony:** Appreciating and respecting cultural diversity.
- vi. **Respect for Others:** Emphasizing respect for all individuals, considering protected characteristics.
- vii. **Respect for Democracy:** Supporting participation in democratic processes.

At Lord's, we empower students to take responsibility for their own learning and personal development through opportunities in leadership roles, peer mentoring, and community service projects. This holistic approach ensures that our students are prepared to contribute positively to society.