

### Promoting Spiritual, Moral, Social and Cultural Development and British Values

Since 2014 TPA has been promoting British values within its teaching across the curriculum, in SMSC and in PSHE. Stated below are the core British Values as defined by the DfE; at The Premier Academy these values are taught and reinforced regularly through a range of ways as stated in the table below. Our SMSC and British Values Whole Academy Overview is regularly updated as and when more events contribute to the overall education of the children and promotion of British Values.

- Fundamental British Values are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of others.
- Promote collective worship – TPA Oath and TPA Prayer.
- Have a strong school ethos - TPA Values, House Colours, Prefects and Academy Council.
- Have effective relationships throughout the school and with the local community – House Teams, Academy Council, Prefects, Year 6 responsibilities, Commendation Ceremonies, Year Group Performances / Assemblies, Parent Contact Week, Parent Questionnaires, HELPAS Hub, HELPAS Coffee Mornings, HELPAS drop-in sessions, regular newsletters, TPA App and Website.
- Be respectful and tolerant towards people of all faiths, races and cultures – Multi-cultural school, RE curriculum focusing on developing an understanding of many faiths and religions including those represented in the Academy.
- Understand that people will hold different opinions as to what they consider to be right or wrong but all people living in England are subject to its law.
- Consider that civil and criminal law are not to be undermined – Community and Academy rules and expectations.
- Explore the differences between the law of the land and also religious law.

Core Standards Of SMSC	How We Can Achieve This At TPA	Evidence Of Standard
<p><b>Enable pupils to develop self-knowledge, self-esteem and self-confidence</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to articulate their feelings</li> <li>• Pupils to be given trust and responsibility to develop their confidence</li> <li>• Celebrate all achievements – in and outside of the Academy environment</li> <li>• Encourage pupils to have confidence to undertake difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 responsibilities and Prefects across all year groups.</li> <li>• Each class from Y2 upwards have two Council representatives that sit on the Academy Council.</li> <li>• Specific children receive Emotional Literacy sessions with the HELPAS Team and other children are part of “The Nest” to meet their individual additional needs.</li> <li>• Some classes have a Feelings Tree or individual children have Feelings Thermometers where they are encouraged to articulate their feelings and emotions so that they can be addressed when needed.</li> <li>• Classes throughout the Academy display a “Life in” board which displays achievements and celebrations both in and outside of school.</li> <li>• Star of the Week, House points and a credit system acknowledge positive behaviour, high quality work and other achievements</li> <li>• Extracurricular clubs, Breakfast Club and After School Club provisions</li> <li>• Each year group has the opportunity to participate in a class or year group performance once a year</li> </ul>
<p><b>Enable pupils to distinguish right from wrong and to respect civil and criminal law</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of religious laws</li> <li>• Children to show an understanding of moral sense and to understand the impact of their actions on others</li> <li>• Consider the differences between state law and religious law</li> <li>• Hold a universal understanding that we are entitled to our own opinion of what we consider to be right or wrong but we are subject to the ‘law of the land’</li> </ul>	<ul style="list-style-type: none"> <li>• Our RE curriculum covers many faiths and religions and is progressive so that children learn to understand how the religious laws associated to the faith, their impact on daily life, their behaviours and sense of belonging (see the RE overview for further information)</li> <li>• Children are encouraged to think about the impact of their actions on others through reflection opportunities</li> <li>• Year 6 study the topic “Drugs and Bugs” and progress to look at the impact on the body. This will provide opportunity for children to consider laws and discuss their views upon what is right and wrong in light of this.</li> <li>• PSHE / Citizenship sessions focus on the laws impact and right and wrong choices of individuals.</li> </ul>
<p><b>Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to lives of those living and working in the locality</b></p>	<ul style="list-style-type: none"> <li>• Interaction with the outside world on a local, national and global scale</li> <li>• Opportunity to serve others in the local community</li> <li>• Children to be given responsibility</li> <li>• Group activities to be provided whereby the children learn to be co-operative and to use their initiative</li> </ul>	<ul style="list-style-type: none"> <li>• TPA chooses to support a local / national charity each year; e.g. The Milton Keynes Food Bank and Alzheimer’s Society. We provide donations throughout the year to support these charities in our local community and we run a variety of different fundraising events throughout the year to contribute to this.</li> <li>• TPA introduced the Playground Appeal to support the Academy in raising money for a new Adventure Playground.</li> <li>• Year 5/6 have been selected to take part in a global music project called The Skylight Opera, supported by the Open University. With the teachings and guidance of our Music Teacher the children have created a global project to promote peace and harmony throughout the world.</li> <li>• The Academy Council provides children with the opportunity to work together for the benefit of TPA and the local community i.e. setting up a recycling system in TPA, fundraising for the local charities.</li> <li>• Children are able to take responsibility for different events that are run throughout the academic year e.g. running stalls at the Winter Fair, helping out during break times with lunches and snack boxes, sweeping, litter picking, running the Stationary Stop during the Book Fair.</li> <li>• Children in the older year groups support younger years by reading with younger children and helping them move around the school from different lessons, at lunch time and when on the playground.</li> <li>• The TPA Choir and musicians attend events throughout the year to perform for the local community e.g. Campbell Park’s celebration for the Queen’s 90<sup>th</sup> Birthday Party, Christmas concert at Water Hall Care Home and music performances in other schools and at other events.</li> <li>• Year 4’s topic of “Recycling” links to the local community to develop an understanding of how recycling helps their local area and the impact it has nationally as well.</li> </ul>

<p><b>Provide pupils with a general knowledge of public institutions and services in England</b></p>	<ul style="list-style-type: none"> <li>• Provide an understanding of how public services and institutions operate; for example, parliament, The Police Force, The Post Office, healthcare and education</li> <li>• Understand how public services have evolved and how they impact the daily lives of pupils and their families. This could be achieved through educational visits, work-shadowing or experience, visits from local public services</li> </ul>	<ul style="list-style-type: none"> <li>• Reception study the topic “People Who Help Me” providing an opportunity for visits from local emergency services.</li> <li>• Year 2 look at the work of the RNLI and the important role it plays in the safety of the general public.</li> <li>• In Year 3’s Victorian topic they learn how communication systems have changed over time including the postal service and how it impacted the lives at the time.</li> <li>• Year 4 study the topic “Recycling” to understand how the local council contributes to making Milton Keynes a cleaner and more environmentally friendly place.</li> <li>• Year 4 visit Hazard Alley in Milton Keynes to develop their awareness of personal safety in a variety of different scenarios.</li> <li>• Yearly we take part in “The Big First Aid Lesson”.</li> <li>• The HELPAS Hub promotes child line.</li> <li>• MK Dons Family Fun Day linked to the MK Dons Kinder+ Move and Learn Project; children in Year 5 are given the opportunity to attend a family fun day at the MK Stadium where they participate in a small tournament against other local schools.</li> </ul>
<p><b>Encourage appreciation and mutual respect for own and other cultures / faiths / beliefs and for those without faith, promoting tolerance and harmony</b></p>	<ul style="list-style-type: none"> <li>• Children to have an understanding of cultures across the world; e.g. customs, traditions, food and dress</li> <li>• Link cultures and faiths – treat all races, faiths and cultures with respect through positive interaction (links with other schools or organisations, or reflected in curriculum topics)</li> </ul>	<ul style="list-style-type: none"> <li>• TPA is a multi-cultural and diverse Academy which caters for multi-faiths.</li> <li>• Children have a good level of respect for each other’s faiths and cultures and are confident in expressing similarities and differences about each other.</li> <li>• Year 2 explore the topic “Cultures and Coverings” where they develop an understanding of different cultures across the world.</li> <li>• Year 5 study a similar topic, comparing the cultures of Native Americans and Europeans looking at the main similarities and differences.</li> <li>• Year 4 focus on self-sufficiency and compare cultures of two locations to gain an understanding of how cultures become to be self-sufficient.</li> </ul>
<p><b>Respect fundamental values of British democracy, rule of law, individual liberty and mutual respect for different faiths and beliefs</b></p>	<ul style="list-style-type: none"> <li>• Children to gain an understanding of the democratic process and consider how citizens can influence decision making</li> <li>• To understand that participation in elections should be allowed by law</li> <li>• To understand that living under the law protects citizens and is essential for well-being and safety</li> <li>• To understand that accepting faiths and beliefs should not lead to prejudicial or discriminatory acts or behaviours</li> <li>• To consider the advantages and disadvantages of democracy</li> <li>• To learn how democracy works in Britain and compare this to different forms of government in other countries</li> <li>• Opportunity for all children to have a voice that is listened to</li> <li>• Opportunities for educational visits to local councils, parliaments or places of worship</li> <li>• Use opportunities such as general elections to hold mock elections to provide children with the opportunity to argue and defend their points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Children create class rules with their teacher each academic year and reinforce the TPA values through regular assemblies and PSHE sessions.</li> <li>• Children can be elected to represent their class in the Academy Council.</li> <li>• Children have the opportunity to express their concerns, worries, ideas or suggestions to their class Council representatives or Prefects who then relay this information to the leading adult for the Prefects and Council.</li> <li>• Children complete questionnaires voicing their opinions and views on a wide range of Academy life aspects including their enjoyment of lessons, fairness of staff, views on safety and playground enjoyment plus many more.</li> <li>• The HELPAS Team created a “Sharing is Caring” form which any child can fill out and post in the classes red post boxes. This information is then passed on to the relevant adult to provide holistic support where necessary.</li> <li>• Each class has a post box in their classrooms where they are able to share their suggestions for the Academy Council, share their compliments to children who have helped them and it also provides them with the opportunity to share their worries or concerns privately.</li> <li>• Year 5 compare the democracy of Ancient Greece to Britain. They study particular case studies to investigate the theme of independence – e.g. George Washington being elected for president and Martin Luther King’s impact upon the world at the time and his impact on today’s society.</li> <li>• Year 6 study “Early Civilisations” and place emphasis on civil and criminal law.</li> <li>• Across the Academy, all year groups demonstrate appreciation and respect for multiple faiths through exploring themes of belonging, believing, special places and religious leaders. Older year groups consider the similarities and differences between religions and make links to how religion impacts everyday life, celebrations and how we should show respect for both the similarities and differences.</li> <li>• During local and national elections KS2 are taught about how parliament works, the importance of voting and how decisions are reached for the society in which they live.</li> <li>• Local councillors are invited to TPA to discuss the local council with children and how their voice can impact the choices and decisions made.</li> </ul>

**Additional Whole Academy Approaches**

- SEAL / Folens programme with differentiated activities covering a range of PSHE themes throughout the year
- Each year group participates in age appropriate SRE
- Money Week teaches the children about financial awareness, the importance of saving and budgeting and how to plan for the future
- Anti-bullying, Cyberbullying and E-safety awareness is built in to the curriculum