

Examples of our practice in promoting SMSC and British Values

Democracy: Making decisions together	Rule of Law: Understanding rules matter
• Build children's self-esteem by advocating their identity. • Build children's self-awareness through descriptive commentary. • Build children's self-confidence by having a sound key-person system which shows you have a bond with them • Build children's ability and willingness to say what they want/need • Speak up for themselves, knowing they will be listened to. • Support the decisions that children make and provide activities that involve turn0taking, sharing and collaboration • Value each other's views and values and talk about their feelings, for example, when they do or do not need help. • Democratically electing school council members to support with school decision making or sharing views on what theme their role play should be by voting/show of hands. • Develop children's understanding of how democracy works in Britain, including the role of parliament, in contrast to other forms of government in other countries	• Develop children's understanding that the freedom to choose and hold faiths and beliefs is protected in law. • Ensure all staff have sound knowledge on understanding children's behaviours and what is developmentally typical. • Help children understand why boundaries need to be in place and work with them to identify what is considered acceptable and unacceptable. • Help children think about keeping safe/keeping away from danger. • Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. • Collaborate with children to create rules and the codes of behaviour, for example to agree the rules about tidying up and ensure that all children understand rules apply to everyone. • Support children to understand some rules are non-negotiable in order to keep them safe and others are in collaboration with children. • Develop children's awareness of laws and the people who support in these being upheld, for example police, government.
Individual Liberty: freedom for all	Mutual respect and tolerance: treat others as you want to be treated
• Help children understand that they have the right to feel safe and not be frightened. • Help children to develop a secure base where they can express themselves without fear of reprisal. • Guide children in an appropriate way if they exhibit opposing behaviours. • Teach children the value of saying no if they don't like something/don't want to do something. • Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. • Develop a positive sense of the self through effective praise and acknowledgement of their unique characteristics through meaningful interactions. • Provide opportunities for children to develop self-knowledge, self-esteem and increase their confidence in their own abilities. • Provide opportunities for children to participate in events involving the community and develop understanding of citizenship. • Help children understand why boundaries need to be in place and work with them to identify what is considered acceptable and unacceptable.	• An ethos of inclusivity and tolerance is created where views, faiths, cultures, gender, sexuality and races are valued. • Label, name and talk about emotions and feelings. • Acknowledge differences and be responsive to children's questions regarding what makes themselves and others unique. • Help children deal with conflicts by talking through, explaining their motives and negotiating using active listening. • Teach children to treat others as they would want to be treated themselves through the development of empathy. • Share stories in print and discussion that reflect and value the diversity of children's experiences and provide resources activities that challenge gender, cultural and racial stereotyping. • Use resources from a wide variety of sources to help children understand a range of faiths and cultures, through assemblies and in class. • Children are provided with opportunities to be engaged with the wider community. • Staff encourage and explain the importance of tolerant behaviour, such as sharing and respecting others' opinions. Children are taught to say 'I agree with or disagree withbecause

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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