

What is SMSC & British Values at Palfrey Infants 2025-2026

Palfrey was awarded the Rights Respecting Schools Award January 2018, we believe that pupils should be given a wider perspective of the needs of children around the world and this supports our work on British Values.

We adopted the Kapow PSHE curriculum in September 2023, in addition British values & SMSC are promoted in much of what we do, during school assemblies, Religious Education, and Personal, Social and Health Education (PSHE) sessions. The values are also integral to our vision and values.

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.

The British values we espouse are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families at Palfrey Infants.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Palfrey Infants. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term. We also value and celebrate national events e.g. Remembrance.

Further, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key moments in British history are studied in the topics such as significant historical figures. Kapow curriculum supports a diverse vision of key figures.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Palfrey Infants School. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes.

The council has its own budget and is able to effect change within the school; in the past, the School Council has raised money for overseas aids and improved the school playground at lunchtime.

Another example of 'pupil voice' is: children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the School Council to consider. This includes our school meals. In 2022 School Council and pupils decided they preferred separated playtimes and EYFS lunchtime on the playground as they had more room to play following Covid lockdown.

Pupils are always listened to by adults and are taught to listen carefully and with concern to 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.

Parents' opinions are welcomed at Palfrey Infants through methods such as questionnaires, surveys at parent's evenings and opportunities to comment on weekly newsletters. As Headteacher, I am available on the school gate at the start of the day to make myself available to parents. Recently the parents have completed questionnaires around SRE policy development and SMHE to inform policy and teaching and learning .

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 when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

We agreed 3 key rules in 2024 Be Kind, Be Safe , Be Ready to learn.

As a Rights Respecting Bronze School we discuss the need for fairness and justice within the world. That children have rights but also alongside these we have responsibilities to ourselves and others including the wider community and the world.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules

We discuss the concept of consequences through action via our 'Bucket Filling' work.

Our Behaviour and Relationship Policy is based on Restorative Practice theory- where behaviours can be reflected on an changed in the future.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely.

Children are taught to keep themselves safe and have freedom of thought, through e-safety and safeguarding work. Parents are supported to be aware of the extremist agenda and how to prevent their children being radicalized through workshops. (Street Teams)

Mutual respect and tolerance of those with different faiths and beliefs

Palfrey Infants School serves an area which is culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

Our central aim to 'Prepare children for the future' drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place.'

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Specific examples of how we at Palfrey Infants School enhance pupils' understanding and respect for different faiths and beliefs are:

- through Religious Education, our PSHE framework and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world.
- celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations

Spiritual Development

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' spiritual development 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.
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NURSERY

- Celebrate achievements – self esteem
- Attendance awards
- Star of the week Personal achievement certificates for milestones e.g. fastening coats
- I can books
- Displays
- Eid, Diwali, Harvest, Christmas, Easter Stories and displays
- Awe and wonder Fire works
- Recall and reflection Time
- Thinking about others
- Sports day- healthy competition
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RECEPTION

- Thought for the Day (Circle Time)
- Class assemblies
- Special Assemblies e.g. Shrove Tuesday, Remembrance
- End of Term concerts
- Celebrations: Eid, Diwali, Christmas, Harvest, Remembrance
- Staff & children share what they celebrate and why
- Children talk about what they celebrate why, family life, clothes, food
- Supporting praise and others
- Discussions empathy with others.
- Discussion: news items, floods, disease (where appropriate)
- Charity fundraising.
- Metacognition
- Stories e.g. Good Samaritan, Rama and Sita, Nativity, Stones from Islam, Chinese New Year.
- Identifying self as part of different groups: family, class, school, community, British
- Lifecycle of humans, frogs, chickens
- Coping with change: death/ leaving/ birth of siblings/ retirement/ new class members/ new staff

YEAR ONE

- Assemblies
- Celebration: Diwali, Eid, Christmas, Easter
- Class assemblies
- Spiritual Leaders
- Mothers/ Carers assembly
- Special Books
- Family
- Feelings
- PSHE/ RE curriculum: Right/ Wrong, democracy
- End of day routines, plenaries, end of topics
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YEAR TWO

- Assemblies
- Diwali, Eid, Christmas, Easter
- Class assemblies
- Mothers Day/ Carers assembly
- Spiritual leaders
- Special Books
- Family
- Celebrations
- Feelings: Empathy Florence Nightingale/ Remembrance
- PSHE/ RE curriculum
- Creative : through dance, music, poetry
- Self-Assessments
- Significant People e.g. Gandhi, Nelson Mandela. Malala Yousafzai
- DT / ART creativity & imagination
- Music : How does music make you feel?

Moral Development

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development 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.

NURSERY

- School/ Nursery Rules
- Fairy Tales, Good/ Bad (Right/ Wrong)
- Taking responsibility
- Saying sorry, forgiveness
- Empathy- developing concerns for others.
- Responsibility Jobs – take money to office, following instructions
- Pudsey Bear- caring for others.
- Fundraising: Poppies/ Children in Need/ Harvest
- Thinking of others – Harvest
- S & L activities promoting turn taking and listening skills

RECEPTION

- Thought for the day
- My writing themes: Elves and the shoemaker, Snow white, Gingerbread man, 5 little men. Goldilocks , Rainbow Fish
- Circle Time
- Making choices: manners, behaviour, saying sorry, helping, asking for help
- Rules/ Expectations
- Class routines
- Classroom Jobs Monitors
- Topic Themes: people who help us, Babies, pets, what can you find in the garden?
- Fundraising: Poppies, Children in Need, Kenya
- RE themes egg the environment
- Science garden: caring for...
- Characterisations – stories / in class eg Snow White
- Bird tables EYFS garden
- Role Play e.g. Babies, hospitals
- Kindness Tree

YEAR ONE

- RML Moral stories, Aesop
- Traditional Tales e.g. Red Riding Hood
- Classroom jobs & responsibilities
- Routines: registers etc
- Fairy tales: 3 little pigs / Little red Riding Hood
- School Rules
- Class expectations and routines
- Anti-Bullying Weeks and assemblies
- Fruit monitors, registers, fairness
- Rewards, stickers, consequences
- Good work assemblies
- Remembrance Assembly
- PSHE/ Thought for the day
- School Council
- SNAG
- Police/ PSCO

YEAR TWO

- Moral stories
- Aesop's fables stories
- Bible stories
- Classroom jobs and responsibilities
- Routines: registers
- Fairy tales: Cinderella (Discussions)
- School Rules
- Class expectations
- Anti Bullying Focus and assemblies
- Fruit monitors, registers: fairness
- Rewards, stickers
- Good work assembly
- Remembrance Day
- Actions/ Consequences
- Anti bullying
- E safety
- SNAG (School Nutrition Action Group)
- A Stars Sheriffs
- Y2 Role Model Ambassadors

Social Development

Investigate moral/social issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Pupils' social development is shown by their:

- 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
- 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.

NURSERY

- Sharing toys/ resources
- Group work
- Turn taking
- Learning to be patient- to wait
- Kindness Tree
- Partner Work- talking partners
- Buddy System-supportive roles
- Role play activities – British Culture
- Encourage independence
- Developing Routines
- Toileting
- Developing co-operation, interaction (keeping play going by responding to what others say)
- Resolving conflicts with others , compromising
- Me and my family days/ Parents Days : sharing activities together
- School visits e.g. Palfrey Park, People who help us
- Sports Day
- Parents Consultations (shared)
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RECEPTION

- Parent & baby visit
- Birthday celebrations
- Team work parachute games , PE
- Wake up and shake up: Activate to learn
- Problem Solving
- Facilitating Child Initiated Play
- Saying Thank you when someone pays you a compliment
- RWI: praise strategies MTYT hand signals
- Role Play experiences and modelling

- Equal ops : carrying milk, acting stories, taking messages, speaking and listening, monitors
- PSED self awareness, confidence, responsibility
- Awards for following instructions
- Peer assessment
- Visit to local community: park, mosque , church
- Coping with changes- transition
- Playing with all, not just friends, inclusion
- Speaking and Listening games
- Signals and Rules
- Songs, Rhymes , circle games, Ring games
- Value of Money and its use
- Identify self as part of different groups: family, friends, class, year group, school, community, Britain, World
- Taking Part: Visiting Library
- Exploring own and others feelings
- People who help us visits e.g. Nurse, PSCO, Detective inspector

YEAR ONE

- Birthdays
- Celebrations: parties
- Celebration Assemblies
- Class assemblies
- Sports Days
- History Visitors: Football Team, Local area
- School council
- Partner Work
- Talk Partners
- Attendance assemblies & Awards
- Class voting systems e.g. School Council, story time
- Likes / Dislikes of the local Area
- Guide Dogs for the Blind

YEAR TWO

- Birthdays
- Eid/ Christmas/ Diwali Parties
- Celebration assemblies
- Class assemblies
- Sports days
- History Visitors: Toys, seaside
- School Council
- Partner work
- Talk partners
- Attendance assemblies and awards
- Wake up , Shake up
- School Trips : Warwick Castle, Black Country Museum, Palfrey Park, Sandwell Valley
- A Stars sheriffs/ Playground Pals

Cultural Development

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Pupils' cultural development 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

NURSERY

- Celebrate Festivals: Eid, Diwali, Harvest, Remembrance, Christmas, New Year, Chinese New Year
- Multicultural resources (to reflect British Culture)
- Dolls, puppets, Books Musical Instruments, Role Play, Food

RECEPTION

- Celebrations from around the World: Eid, Diwali, Christmas, Harvest, Remembrance, Bonfire Night, New Year
- Similarities / Differences: families / Looks
- Visits eg Ash End House Farm
- Visitors eg : Police, Nurses
- Celebrating : Birthdays, weddings, mothers/ fathers/ carers days
- Children going on extended leave get a pack
- Dance & Music from other cultures
- Art from other cultures eh mehndi
- New friends
- Sports Days
- Non uniform days- dressing up
- Music listen and respond
- Music different cultures & languages

- International Book Day, design a book mark
- Daily : Calendars, weather
- Photograph Day, individual, families
- Charity Days: eg Children in Need
- Stories from different Cultures

YEAR ONE

- Celebration : Eid, Diwali, Hannukah, Christmas, Easter
- Birthdays
- Geography: Countries and Cultures Around the World e.g. Meerkat Mail
- RE : Religious Faiths Christianity/ Sikhism Focus
- Assemblies: Values , Our World
- Harvest: Charity
- Local Community: Walsall Football Club, Saddlers
- Cultural Stories

YEAR TWO

- Celebrations: Diwali, Christmas, Eid, Easter
- Birthdays
- Visits: Black Country Museum
- Olympics & Sports days
- Special Celebrations e.g
- Remembrance / WW1/ 2 & other
- Geography: other places in the world e.g. China
- RE: Religious faiths
- Assemblies : Our World & Values
- PSHE/ RE : Tolerance, diversity, British Values

In June 2022 we celebrated the Platinum Jubilee of Queens Elizabeth II

In September 2022 we thought about the death of Queen Elizabeth II

In June 2023 we celebrated the coronation of King Charles III

In July 2024 we celebrated England reaching the final of the Mens Football Euro's

In July 2024 We discussed the forthcoming Olympics and representing our country GBR.