

BRITISH VALUES IN HISTORY

Inmans Primary School recognises that the spiritual, moral, social and cultural element of students' education in combination with British Values are crucial to their development as an individual. In History, we demonstrate SMSC and British Values in the following ways:



Tolerance

Through History, we teach students to respect and value diversity by exploring the similarities and differences between ancient civilizations and our own; the causes and consequences of the expansion and dissolution of empires and the knowledge surrounding the characteristic features of these societies. In addition to this, we teach our children the achievements and follies of mankind. By encouraging our children to model respect and understand different viewpoints, we aim to remind them of the consequences of intolerance.



Mutual Respect

Mutual respect in History is an outcome. We aim to assist the children in achieving a coherent knowledge and understanding of Britain's past and the role it took in developing the wider world. This process challenges the children's own concept of identity and compares this against others. Consequently, tolerance of those with different views, opinions, faiths and beliefs is a key theme throughout the History curriculum.



Individual Liberty

If Individual liberty is the outcome, our British History and that of the wider world is the process. The History Curriculum outlines the steps we have taken toward exercising our rights to believe, act and express ourselves freely.

Whilst teaching History, we exercise our individual liberties by discussing our viewpoints and, where appropriate, the freedoms of the people we have studied, the legacy they have left and the consequences of their actions on our own individual liberty. This, in turn, helps our children to understand and appreciate the liberties we take for granted.



Democracy

The teaching of democracy is embedded within the History Curriculum. From the monarchy and where they lived in KS1, to the birthplace of democracy in Ancient Greece, examples of democracy throughout the Anglo-Saxon and Viking periods and how the Britain (historically with Empire and more recently Brexit) have impacted Europe.

In addition to this, where the thread of democracy can be weaved into the curriculum e.g. the exploration of significant days throughout the year, year groups (where is age-appropriate) will explore and compare autocratic and democratic rule.

The day to day teaching of History introduces elements such as discussions (debate), student voice and enquiry questions. Each element teaches the children that their individual voice matters and encourages them to contribute.

Rule of Law

By teaching History, we teach children cause and consequence - the rule of law. By weaving these primary historical skills into our learning, children understand that our actions lead to a consequence.

In turn, our knowledge and understanding of the world teaches us that the rule of law has changed over time. This can be found throughout the curriculum: through the teaching of Danelaw in the Anglo-Saxon and Viking subjects, the introduction of prisons and laws in the Victorian period and how the circumstances of WW2 influenced how we lived.

The logo for SMSC (Spiritual, Moral, Social, and Cultural) is displayed in a stylized font. The letters 'S', 'M', and 'C' are red, while the 'M' is blue. The background features a faint watermark of a school crest with a shield, a cross, and a book, along with the text 'SMSC' and 'Primary School'.

Spiritual Education in History

We create opportunities for our children to experience empathy and encourage them to empathize toward all groups of people they learn about. In religious history, the study of an aspect of faith, we educate our children regarding the continuity and change in and between periods. By identifying similarities and differences and making links between ways of showing faith, we can pinpoint changes in religion and how this influenced the behaviour of those within the past. In history, we instigate opportunities to reflect upon and compare own lives and beliefs to those we have learnt about in the past. Following this, we express our understanding creatively through activities such as writing diary entries, newspaper articles, drama and letters.

Moral Education in History

Morality is a central theme in the progression of History. The History Curriculum Aims present the opportunity to answer questions around morality and for children to learn how to present a balanced argument. This, in turn, links to Historical perspective: the key concepts that underpin all historical enquiry and are developed through a study of cause and consequence. To present a balanced argument, our children must understand, reflect on and empathize with the viewpoints of others and have an in-depth understanding of the consequences of their behaviour choices and actions.

In Foundation Stage, we may teach morality to our children through storytelling, whereas when our children grow older, use of debate and the reasoning of opinions around age-appropriate historical issues can be found.

Social Education in History

Society and the needs of different groups are also central themes explored throughout the study of History. Social history allows our children to learn about legacy and the contribution of past societies to today's contemporary culture through PSHE and our links with the community. Through the study of History, we encourage our children to describe social and cultural shifts within the community, Britain and the wider world as we understand at Inmans that these shifts, for example in Human Rights and equality, should be analyzed in detail. Our

children's social development is further encouraged through problem solving and co-operative work through a range of tasks. Additionally, we develop our children's social skills using educational visits and by inviting external visitors into school to personalise learning experiences.

Cultural Education in History

Cultural appreciation and understanding are essential to learning in History. Children gain an understanding of and empathy for, people from different cultural backgrounds. Through the school, children explore how other cultures have had a major impact on the development of 'British' culture and how this still impacts us today.

