

Promoting British Values at St John's CE Primary School

The DfE has recently 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 2011 Prevent Strategy, and these values have been reiterated this year (2014). At St. John's, we ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. A variety of curriculum areas provide vehicles for furthering understanding of these concepts and in particular, our RE and PSHE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The School makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and the use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

British Value	Statement	Evidence	Impact
Democracy	The pupils at St. John's CE Primary see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a school value that pupils meet when discussing respect and fairness. Adults listen to the views of the pupils and value their opinions. Each year the pupils decide upon their class rules and the responsibilities associated with these. All the pupils contribute to the drawing up of the rules. We believe that the formation of the School Council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.	RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values The establishment of a new School Council will model the democratic process. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of House Captains, are based on pupil and staff votes. Our class codes of conduct & behaviour policy involves input from each class group.	Pupils are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect, such as I agree with/ I don't agree with.

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Rule of Law	The pupils at St. John's CE Primary are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles. The importance of rules, or laws, is constantly reinforced during lessons, break times, lunchtimes and Worship. Rules include class rules, School rules and rules that govern the country. Pupils are taught the reasons behind rules, the importance of observing rules and the consequences when rules are not adhered to. Pupils are used to debating and discussing laws/rules and their application. Pupils are familiar with the local police officers/PCSOs who visit to talk to them both informally and in structured lessons.	Class Rules School Rules/Learning Behaviours School Values PSHE/Citizenship lessons on the role of law and parliament School Council meetings (proposed) Collective Worship. RE planning and work books. Learning Walks for behaviour and behaviour for learning	Pupils are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate issues in relation to these.
Individual Liberty	We invest a lot of time in creating a positive culture in our School, so pupils are in a safe environment where choices and freedoms are encouraged. Our values based discussions and acts of Worship begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that pupils see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views. Pupils are strongly encouraged to develop	Pupils are able to show independence in learning and to think for themselves in a safe environment.	Pupils understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on aspects of school life and demonstrate independence of thought and action

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	independence in learning and to think for themselves. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example, through PSHE lessons, Circle Times and E-safety lessons. Pupils choose whether to participate in a number of after school activities. Pupils are given choices over which roles they would like to assume in school 'jobs'. The KS2 camp allows many children to undertake safe risks in a challenging environment – understanding that they make the choices to participate but within a supportive environment.		
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE and PHSE curriculum. Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.	Records of PSHE Sessions / Collective Worship. RE curriculum planning and workbooks. Learning Walks for behaviour and behaviour for learning School Values	Pupils can articulate why respect is important, how they show respect to others and how they feel about it for themselves. Pupils' behaviour demonstrates their good understanding of this value in action. Pupils are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.