

VALUES FOR LIFE

School Values

Our school community is built on values. These have been selected and agreed by all stakeholders and identify what is important to us.

RESPECT, ASPIRATION, FAITH, FUN, LOVE, EQUALITY, SELF-WORTH.

British Values

The Department for Education state that there is a 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 the Prime Minister reiterated these values in 2014.

At Goring C of E Primary School we take our responsibility to prepare children for life in modern Britain very seriously. We ensure that the fundamental British Values are promoted through our school vision and values, our curriculum provides a vehicle for furthering understanding of these concepts and, in particular, our values based collective worship, RE, PSHCE lessons provide excellent opportunities to deepen and develop understanding. Each British Value is linked to a key Christian text:

British Value	Key Christian Text:
Democracy:	For God so loved the world that He gave His only Son, that whoever believes in Him shall not perish but have eternal life. John 3:16
Rule of Law:	If you love me you will keep my commandments. John 14:15
Individual Liberty:	If you hold to my teaching you are really my disciples. Then you will know the truth and the truth will set you free. John 8: 31-32
Mutual Respect:	Show proper respect to everyone; love the brotherhood of believers, fear God, honour the king. 1 Peter 2: 17
Tolerance of Different Faiths and Beliefs:	Treat others just as you want to be treated. Luke 6:31

British Value	Statement	How do we promote it?
<p style="text-align: center;">DEMOCRACY</p> <p>Link to our school values:</p> <p style="text-align: center;">Respect</p> <p style="text-align: center;">Equality</p> <p style="text-align: center;">Self worth</p>	<p>The children at Goring C of E Primary see democracy borne out in a variety of ways and recognise this as being an essential component of successful team working.</p> <p>Democracy and fairness is embedded at our school. Pupils are always listened to by adults and are taught to listen carefully and respect the right of every individual to have their opinions and voices heard.</p>	<ul style="list-style-type: none"> • Children’s opinions are listened to and pupils are empowered to advocate change. • Adults listen to the views of the pupils and value their opinions. • Children are involved in key decisions about aspects of school life such as organising charity fund-raising, after-school clubs, rewards etc. • Democracy is promoted through the curriculum – e.g. in debates, PSHE and work in RE. • Children are regularly asked their views through discussions with the teachers and leaders. The results are fed back, shared with staff and children and then decisions may be made based on it. • Children are able to work cooperatively in pairs, groups across year groups as well as in whole class/school situations. They understand about turn taking and respecting the views of others. • Children are using the language of our values more regularly. • The beginnings of democracy and its outworking in contemporary are taught through historical research relating to the civilisation of Ancient Greece, through our half-termly collective worship focus, with weekly year group assemblies on British Values linked to school values. • A classroom reflection board linked to the half-termly focus displays key vocabulary and prompts for reflection.
<p style="text-align: center;">THE RULE OF LAW</p> <p>Links to our school values:</p> <p style="text-align: center;">Respect</p>	<p>The children at Goring CE Primary are familiar with this concept through the philosophy that</p>	<ul style="list-style-type: none"> • Each class discusses and reviews the school rules and their rights at the start of the year, ensuring they are clearly understood by all and are necessary to make certain that every class member is able to learn in a safe and ordered environment. • Our high standards of behaviour across the school are promoted by positive praise and consistency by all staff.

<p>Self worth</p> <p>Love</p>	<p>infuses the entire work of the school.</p> <p>The importance of rules, or laws, is constantly reinforced during lessons, break times, lunchtimes and rules that govern the country.</p>	<ul style="list-style-type: none"> • Children are familiar with the concept through the discussion of values, work in PSHE on rules and, in RE lessons, the idea that different religions have guiding principles. • Children are taught the reasons behind rules, the importance of observing rules and the consequences when rules are not adhered to. • Our Christian values enable children to find examples of why we follow a code of conduct and to recognise and appreciate when others demonstrate positive behaviour. • Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. • The origins and outworking of our UK system of the rule of law is explored through our half-termly collective worship focus, with weekly year group assemblies on British Values linked to school values. • A classroom reflection board linked to the half-termly focus displays key vocabulary and prompts for reflection.
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<p>INDIVIDUAL LIBERTY</p> <p>Links with school values:</p> <p>Respect</p> <p>Equality</p> <p>Self worth</p> <p>Aspiration</p> <p>Fun</p>	<p>The children at Goring CE Primary are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</p> <p>Our teaching and learning philosophy places emphasis on the right to have our own thoughts and evidence based views.</p>	<ul style="list-style-type: none"> • Through our school values and aims, as well as through teaching across the curriculum (particularly in PSHE) children are taught about personal responsibility, the courage to stand up for what is right, resilience and aspiration. • Children are encouraged to know, understand and exercise their rights and personal freedom and are advised how to exercise these safely, for example through our E-safety teaching and PSHE lessons. • Our children have opportunities to direct their own learning by posing questions to co-construct learning. • In daily lessons, children are encouraged to develop independence in learning, to think for themselves and are provided with a choice in the level of challenge through differentiated success criteria. • Children support charities through raising money, sharing products (Turning Tides) and giving to those in need (Operation Christmas Child). • Children actively raise funds for school projects through their efforts through activities such as cake sales etc • Children are encouraged to discuss and debate, expressing their opinions and respecting the rights of others to differing points of view. • The concept of individual liberty as it stands in UK law, and its links to individual and collective responsibility, is explored through our half-termly collective worship focus, with weekly year group assemblies on British Values linked to school values. • A classroom reflection board linked to the half-termly focus displays key vocabulary and prompts for reflection.
<p>MUTUAL RESPECT</p> <p>Links with school / worship values:</p>	<p>Respect is a fundamental school value at Goring CE Primary School, around which</p>	<ul style="list-style-type: none"> • Our school ethos and behaviour policy are based around core Christian values such as “respect” and these values determine how we live as a community at Goring.

<p>Respect</p> <p>Equality</p> <p>Love</p> <p>Self worth</p>	<p>much of the work of the school is centred.</p> <p>Respect is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups, the world and its people, and the environment.</p>	<ul style="list-style-type: none"> • We provide as many opportunities as possible for the children to work together across classes, key stages and across the school. PSHCE activities and our values actively explore opportunities for showing mutual respect and learning with and from others • We have high expectations of behaviour and a consistent approach by staff ensures mutual respect. • Children are encouraged to celebrate diversity and to see everybody in the school as unique. • Staff and governors are good role models treating each other as equals. • Our Raising Voices committee means that every child can be listened to. • Worship is based on our Christian values and they are central to how we expect everyone to go about their life at our school. • Children live by the values and are keen to identify them in one another. They understand what they mean and can demonstrate these fully. • The children know and understand what is expected and that it is imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. • The importance of mutual respect, in particular linked to protected characteristics, is explored through our half-termly collective worship focus, with weekly year group assemblies on British Values linked to school values. • A classroom reflection board linked to the half-termly focus displays key vocabulary and prompts for reflection
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TOLERANCE OF DIFFERENT FAITHS AND BELIEFS

Links with school values:

Respect

Faith

Love

Equality

This is achieved at Goring CE Primary School through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

- Our school enhances pupils' understanding of different faiths and beliefs through RE studies; PSHE work; visits to places of worship, and discussing key festivals (Diwali, Passover and others).
- Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education combined with our own RE themes in which children learn about, their own beliefs, different religions, places of worship and festivals.
- We use opportunities such as world events eg international sporting tournaments etc to study and learn about life and culture in other countries.
- Children explore how a particular value is important in a range of faiths and act out traditional faith stories that demonstrate this.
- We actively support charities, both in Britain and overseas, developing the children's appreciation and respect for the differences and inequalities in the world and of all the things that we share as human beings, for example the need for food, shelter, security and love.
- Tolerance of different faiths and beliefs (including those with no faith) is explored through the Year 6 comparative religion unit in RE, and through our half-termly collective worship focus, with weekly year group assemblies on British Values linked to school values.
- A classroom reflection board linked to the half-termly focus displays key vocabulary and prompts for reflection

Collective Worship/PSHCE to Promote School & British Values

Term	PSHE Jigsaw Puzzle	School Value(s)	British Value(s)	Other events
Autumn 1	Being Me in my World	Respect	Democracy/Rule of Law	Raising Voices launch
Autumn 2	Celebrating Difference	Equality/ Faith	Tolerance	Anti-Bullying week
Spring 1	Dreams and Goals	Aspiration	Individual Liberty	
Spring 2	Healthy Me	Self-Worth/ Faith		Fun and fitness
Summer 1	Relationships	Love	Mutual respect	
Summer 2	Changing me	Fun/ Faith		Transition activities

Wk	Autumn Term 1 Jigsaw Piece 1 Being Me in My World		
	Respect (BV)	Democracy and Rule of Law (BV)	
1	Introducing School Values/British Values/ PSHE Jigsaw	5	How do we show respect in difficult situations? - Ghandi
2	How do we respect each other and our environment? – promoting positive playtimes	6	What is democracy? What is voting? Why vote? Who votes? Local and national elections, making choices
3	Why do we have rules? Law makers, judges and juries	7	Should we fight for our rights? – Emily Pankhurst and the Suffragettes
4	Who helps us keep the rules? Sir Robert Peel, Peelers and Bobbies		

Wk	Autumn Term 2 Jigsaw Piece 2 Celebrating Difference		
	Equality and Faith (SV)	Tolerance (BV)	
1	PSHE Jigsaw Launch Same but different – what is equality? What does God say?	5	What is diversity?
2	Human rights campaigners: Helen Keller	6	Sameness and Difference – tolerance
3	Human rights campaigners: Malala Yousafzai	7	How do we tackle intolerance? Nelson Mandela
4	Living together; family, community, country, world, faith		

	Spring Term 1 Jigsaw Piece 3 Dreams and Goals		
	Aspiration (SV)	Individual Liberty (BV)	
1	PSHE Jigsaw Launch Why should we challenge ourselves?	5	Mental Health and Wellbeing Week: Love yourself like a pet
2	Overcoming adversity – life without limbs	6	Black History: The abolition of the slave trade
3	Go for your goals!		
4	What do we mean by individual liberty?		
	Spring Term 2 Jigsaw Piece 4 Healthy Me		
	Self-worth and Faith (SV)		
1	Black History: – can children change the world?	4	Self Worth – Have Courage
2	Self Worth – looking after ourselves (PSHE Jigsaw Launch – Healthy Me)	5	Faith: Confidence to express our beliefs
3	Self Worth: How do we show that we value ourselves?	6	Faith in action

Wk	Summer Term 1 Jigsaw Piece 5 Relationships		
	Love (SV)		Mutual Respect (BV)
1	PSHE Jigsaw Assembly Launch - Relationships	4	Respecting God's world (stewardship)
2	Loving others – building strong relationships	5	Respecting God's world (Greta Thunberg)
3	Loving others – how to make healthy friendships	6	Respecting each other – Jesus the servant king
	Summer Term 2 Jigsaw Piece 6 Changing Me		
	Fun and Faith (SV)		
1	PSHE Jigsaw Assembly Launch – Changing Me	5	Celebrate good times and laugh!
2	The importance of happiness and wellbeing	6	Hopes for the future
3	What makes me happy?	7	Good times ahead!
4	How can I make others happy?		