

BRITISH VALUES

In November 2014, the DfE required schools to “respect” British values. The ‘requirement’ will soon be a ‘duty’. **The Prevent Duty** says:

“All publicly-funded schools are required by law to reach a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must promote community cohesion....and are required to promote British values.”

The following definition of British values has been given by Ofsted, SACRE and the DfE:

- Democracy
- The Rule of Law
- Individual liberty
- Personal and social responsibility
- Mutual respect and tolerance of those with different faiths and beliefs
- Being prepared for life in modern Britain
- Respect for British institutions

We measure and monitor our successful strategies through:

- Pupil voice
- Questionnaires
- Behaviour monitoring sheets and regular communication with parents
- SPTO
- Circle time /PSHE activities
- Consistent staff vigilance and good communication strategies, including approachable leadership and regular feedback

Being prepared for **life in modern Britain** and **respecting British institutions** encompasses many things. At St Francis’ we believe we cover this in many different ways. We have listed some of these in the table below but the list is far from complete eg we have achieved numerous awards, such as the International School Award and the Go For it! Award. We are proud to have an enormous number of letters and cards from the community, parents, visitors and general public, congratulating our children on their attitude, behaviour and respectfulness which is a testament to the work that the staff and children do. We take part in activities between other schools in our partnership. We are always open and welcoming to visitors. The list continues to grow daily, as we continue to challenge ourselves and our children to be the best citizens we can be.

At St Francis RC Primary School, we have a clear strategy for embedding values and can show how work with pupils in this area has been effective.

Democracy	Rule of Law	Individual Liberty / Personal Responsibility
<ul style="list-style-type: none"> • Parental questionnaire • Pupil questionnaire • Children involved in Democratic processes e.g. voting for student councillors, choosing golden time rewards and incentives etc. • Links with local MPs and Councillors who visit the School and speak to the pupils e.g. re: traffic issues outside the school gates • Holding ‘mock’ elections • Peer Buddies • Pupil Voice section on website and parish newsletter • Playground Rules negotiated and agreed with pupils • Children are often presented with ‘choices’ 	<ul style="list-style-type: none"> • School Behaviour policy - all stakeholders are aware of the policy and it is understood and followed by all. • Links with local emergency services eg Police visits • Links with City in the Community • School Golden Rules in each classroom. • Golden Time • Playground Rules • Pupils have regular opportunities to reflect about their learning and behaviour, during class time, assemblies and collective worship. 	<ul style="list-style-type: none"> • Understanding personal responsibility in school in terms of behaviour and learning. • Pupils’ roles in school: Buddies, Student Council, Eco Council, Pupil Chaplains. • Pupils’ roles in the classroom eg book/line/Art monitors. • School values—known and articulated by all. • Reflecting on behaviour following incidents where Golden Rules are broken. • Sense of personal belonging to school, parish and community eg representing school at sports, reading at Mass, pride in appearance, uniform, etc. • House Point / Achievement charts
Mutual Respect	Tolerance of different faiths and beliefs	Being prepared for Life in Modern Britain
<ul style="list-style-type: none"> • Positive relationships and attitude modelled by staff and pupils • Social, Emotional Aspects of Learning (SEAL) taught in all year groups as part of the PSHE curriculum. • Star assembly (celebrating achievement) • Class and whole school sharing assemblies. • R.E curriculum – emphasising core values, morals and tolerance. • Anti-bullying/diversity week • Anti-bullying workshops and ambassadors • Competitive Sports and Team building through sports provision e.g. Hockey tournament • Morals and Values assemblies • Peer ‘buddy’ arrangements for new pupils. • Values displays linked to Christian principles. • Values displayed around the school and evident in action • Reflection opportunities in assemblies 	<ul style="list-style-type: none"> • RE Curriculum – emphasis on similarities between religions. • Assemblies eg Diwali, Yom Kippur, Easter. • Celebration assemblies. • Educational visits e.g. Mosque, Jewish Museum, Buddhist and Hindu Temple and Christian churches. • Reflection and prayer opportunities in assemblies. • Collective worship on a regular basis including those led by Parish Priest. • Thought for the day. • Displays • Themed weeks eg Multi-faith week 	<p><i>Culture /Gender / Age / Ability / Enterprise :</i></p> <ul style="list-style-type: none"> • Afternoon tea celebrations • African drumming • Steel band • Music and dance workshops eg flamenco, zulu • Christmas singing eg in Chorlton • Topic work • Come Dine with Me – cultural food sharing • Sports • Cultural based theme assemblies e.g.Chinese New Year, Harvest. • Thought for the day. • Wide range of books • Positive role models • Topic work eg Role of women in WW2 • Displays • Links with Gorton residential care home • Links with the parish ladies • Parish Christmas fair • Buddy system • Peer ‘buddy’ arrangements for new pupils KS1 & KS2 • Reading Buddies (Y2 & Y3) • Buddy system for new Reception children (Y5)

