

St John's C.E. Primary School

British Values Statement



The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

St John's CE Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. St John's CE Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways St John's CE Primary School seeks to instil British Values.



Democracy

The children at St. John's 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 children meet when discussing respect and fairness. The establishment of a new School Council each year models the democratic process. Each term all pupils participate in 'Circle Reviews' and have the opportunity to contribute to decisions relating to whole school initiatives. Observations from Learning Walks for behaviour and behaviour for learning evidence children 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. We actively seek the children's views on school issues through pupil questionnaires which are evaluated and acted on.



The rule of law

The children at St. John's 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. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who visit to talk to them informally and support individuals as need arises.

Class rules, school rules/learning behaviours, school values, and PSHE/Citizenship lessons on the role of law and parliament, school council meetings, collective worship, RE planning and work books, learning walks for behaviour and behaviour for learning. Children 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 philosophical issues in relation to these. During induction all parents are expected to sign a home-school agreement which highlights essential school rules and expectations. The school has very close links with the local police and community group and actively supports upholding the law in the community.



Individual liberty

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 children 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. Children are strongly encouraged to develop independence in learning and to think for themselves. Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.



Mutual respect and tolerance of 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, PHSE, and SMSC 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. In records of PSHE Session/ Collective Worship, RE curriculum, RE planning and workbooks, Learning Walks for behaviour and behaviour for learning, School Values, children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. Children 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. They also visit other faith buildings and communities to further develop their understanding.