POLICY

For

Promoting Fundamental British Values

September 2020	**September 2023**	
September 2021	**September 2024**	
September 2022	**September 2025**	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

Our Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."

John Wesley

Our work and vision is based on five core values of:

Integrity Equality Respect Care Inclusion

We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We understand that a curriculum is the totality of a child's experience during their entire time at school. It is not isolated to subjects or viewed solely within small timeframes. It is all encompassing. It is for this reason that our aims and curriculum drivers (outlined below) extend well beyond the individual subjects, showing our commitment to giving all of our children every opportunity to achieve in all aspects of their life and to truly flourish. Our mission statement reflects this.

Striving for excellence, caring for all within a loving and caring Christian environment.

Our curriculum development journey will always be ongoing as we are constantly revisiting and revising our curriculum design in light of research and our children's needs. Our **curriculum drivers** for the journey are…

- Respect for all
- Spirituality
- Personal growth
- Success and flourishing
- Community-local and global

We believe that our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in delivering excellence, which permeates through every element of school life.

All of our work on British Values is underpinned by our 3Rs:

- Respect and take care of ourselves
- Respect and take care of others
- Respect and take care of the environment and the world in which we live

One of the ways that these aims are lived out daily and implemented fully into our curriculum and school ethos is through our 'High Five'.







Our 'High Five' serves to empower the children with positive guidance, through a loving, caring

Christian environment:

- Lessons from the geese
- We have the WOW factor!
- Enthusiasm
- A safe place to make mistakes
- We are a 'Respect and Take Care' school

The British Values linked to the Christian Values:

The key Christian beliefs that underpin both Christian Values and British Values are that:

- God is a God of order, and that his world should reflect a sense of purpose, not chaos
- Every person is made in the image of God, known, loved and valued as a unique creation
- Humans are designed to be interdependent, supporting others and being supported, like a body with many parts
- The Bible provides laws to govern human affairs, but these also show up human weakness and the need for forgiveness

At our schools, British Values and Christian Values are closely linked and are a fundamental part of our 'Character Education', supporting our children to be the best they can (UNICEF article 29). Christian Values are taught and celebrated through daily Collective Worship and followed up in class discussions. Core British Values of tolerance, respect and justice are taught in the context of the strong Christian ethos. These values are upheld by all staff, Trustees, Governors, the pupils and visitors to the school. This is reflected in the Christian vision, as well as underpinned by our Behaviour and Bullying and Equality Policies. Staff and Governors/Trustees follow a Code of Conduct which reflects these values, and regular visitors and volunteers to the school are also made aware of the importance of upholding these values. Opportunities are given through the curriculum for pupils to explore core British Values and robust policies and procedures are in place when these values are not upheld, underpinned by clear Christian principles of reconciliation and forgiveness.

We actively teach and promote Fundamental British values in the following ways:

Democracy:
We have a student council which has two representatives from each class, who are voted for at the beginning of each year by their class mates. The student council meets regularly with staff who lead them to discuss issues raised in class council meetings.

Each council has the chance to vote for the charities which the school supports and helps to decide on the fund-raising activities. Each council is genuinely able to effect change within school as can be seen through meeting minutes and their participation in activities such as appointing new teaching staff. As part of our curriculum, there is an annual democracy day which coincides with the children's voting day for student council. On this day, the children progressively develop their understanding of democracy and the role it plays in their lives.

At the start of every school year, the children are able to put forward their views about the school. Issues arising from this are fed into the school improvement plan.

Each class has a Collective Worship Representative who work alongside the RE Leaders to take ownership of Collective Worship and Reflection Areas around school. Each class is given the opportunity to voice their ideas and expectations to the representative, which are shared in regular meetings.

There are also numerous other councils and groups for the children to be part of where they can make their thoughts and opinions heard, such as: Green Team, E-Safety champions and Sports Council to name just a few. In Upper Key Stage 2, children also have opportunity to take positions of responsibility, such as monitor roles, UNICEF Ambassadors, Playground Leaders and Peer Mediators.

The Rule of Law:

The importance of laws, whether they are those that govern the class, the school, or the country, is consistently reinforced at our schools.

As UNICEF Rights Respecting Schools, children devise a Class Charter in conjunction with their teachers. Children and adults sign to say that they will follow the charter, which focus on rights and how to respect those rights. There are also Lunchtime and Playground Charters. These continue to support the whole school community in respecting the rights of 'all' in differing situations.

Pupils are taught the value and reasons behind rules and laws. They learn that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the local Clergy, Police and Fire Service help reinforce this message. Religious Education throughout the school uses examples of religious texts to help pupils to be guided by the teachings of Jesus and other religious figures of authority to influence their behaviour and life choices.

Pupils' pride in their school is shown by their excellent conduct, manners and punctuality. This is evidenced by lesson and general observations in and out of school as well as discussions with pupils and feedback from feeder schools and places we visit. This has been achieved through the embedding of our core Christian values, supportive parents/carers and trustees/governors and high expectations of behaviour and learning from ALL staff. Our pupils can all articulate our school values and their learning targets, which are prominently displayed around the school and can talk about how these values relate to their behaviour and relationships within school.

The concept of Respect and Take Care is central to the way we live our lives in school. We respect and take care of ourselves, we respect and take care of others, we respect and take care of our school and take care of the environment and God's world in which we live.

Individual Liberty:

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

As a Trust we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education.

The pupils' Spiritual, Moral, Social and Cultural development is well developed. We encourage our pupils to achieve their very best and to broaden their education to enable them to make informed decisions later in life as broad-minded and knowledgeable citizens. Pupils can reflect on their experiences in school, demonstrating imaginative and creative approaches and their curiosity for learning. They have a well-developed understanding of right and wrong through the use of positive role models within school, the local community and world religions. Our embedded Christian Values enable them to understand potential right and wrong choices.

Pupils are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and advised how to exercise these safely, for example through Collective Worship, our e-Safety, RSE and PSHE lessons.

We aim to have a strong Anti-Bullying culture in our schools. Any issues are dealt with swiftly and a restorative justice approach is used. (See Behaviour and Bullying Policy on website.)

Whether it is through our approach to our curriculum, a choice of challenge, how they record their work or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices throughout their time at school.

Pupils are taught at an age-appropriate stage about health, medicines, drugs, relationships and puberty through the use of Jigsaw from EYFS to Y6.

Mutual Respect:
Mutual respect is at the heart of our values.

Through our carefully chosen daily Collective Worship themes, PSHE lessons and wider curriculum children learn that their behaviours have an effect on their own rights and responsibilities and those of others. All members of the school community treat each other with respect and care.

We have a raft of policies including SEND and Equality, agreed by all stakeholders which reinforce our commitment to valuing individuality and inclusion of all.

Tolerance of those of Different Faiths and Beliefs:
We actively promote diversity through our learning about different faiths and cultures.

Collective Worship, Religious Education lessons, RSE and PSHE lessons reinforce messages of tolerance and respect for others.

Members of different faiths and religions are invited into school, to share their experiences, knowledge and faith to enhance learning for all age groups. Where possible, the children visit places of worship that are important to different faiths including the local Church.

Being part of Britain:

We value and celebrate being part of a multicultural Britain. Although we are guided by the Christian Liturgical calendar and fully celebrate the key events including: Harvest, Advent, Christmas, Mothering Sunday, Lent, Easter and Saint's Days. We also show respect for and learn about key events from other cultures and religions such as Diwali, Sukkot, Rosh Hashanah, Hajj, Chinese New Year, Passover, Ramadan, and Hanukah.

We also celebrate national events when appropriate. Further, children learn about being part of Britain from different perspectives. Geographically, they learn about their local environment and compare it with different places all around Great Britain, celebrating the diversity of people, faith, customs and landscape.

Historically, the children learn about British history. This spans across many centuries and includes: the Roman settlers, The Great Fire of London, World War 2 and many famous British people, saints and inventors.

Supporting documentation:

- British Values Overview

As a RRS (Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

- *Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family*
- *Article 28: Every child has the right to an education*
- *Article 29: Every child has the right to be the best they can*