

## How St Mary's RC Primary School Prepares Children for Life in Modern Britain



It is important that we prepare our children for life in a multi-cultural, multi faith, wide and diverse society. We ensure that the fundamental British Values are lived out, taught and modelled to the children in our ethos and through our curriculum. All curriculum areas provide opportunities for developing key concepts and values.

Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

As a school community we need to live these values out and be role models to our children. The school ensures that these are promoted through our actions and also incorporates them into the curriculum, at an age appropriate level, so the children and society benefit.

British Value	Statement	Evidence	Impact
<b>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</b>	Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect'. Pupils take part in discussions and lead assemblies related to what this means and how it is shown. Opportunities are taken in class to discuss incidents in the media where respect is not shown so they learn the implications of it and the effect on others. All adults working in school must model this through their actions so this is promoted. The school works hard to ensure its behaviour policy is lived out by all within the school and takes positive action when any person may act in a way contrary to this. Mutual respect is something that must be lived and experienced. We explore other world faiths within our Religious Education scheme of work which helps our children to develop mutual understanding and respect, Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in Religious Education and PSHE.	Clear program of planned PSHE Collective worship is planned so that key issues are explored. RE curriculum RE planning and workbooks. Learning Walks for behaviour and behaviour for learning School Values  All staff Prevent trained  Effective communication between staff and thorough recording of any incidents where this is not shown with recorded action.	Children to live out 'respect' and see it modelled to them. 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. Children in KS2 in particular are able to use the language of respect and they live it out with understanding.

<p><b>Democracy</b></p>	<p>This is word often used, but is not always defined. At St Mary's we believe that it just means that everyone who lives in a particular country or a community and even a school can get involved in the way that country is run. For children we begin by teaching them from their perspective: when they and their friends have different ideas about what game to play – how do they decide what to do? The fairest way could be to have a vote and go with what most of them want. Children are taught to respect other people's views and to accept other people's decisions when it's for the good of the majority. This is developed in lessons, at playtimes and throughout school life. The most common type of democracy is called a representative democracy where people are chosen to vote on all the decisions. They are chosen by the people in an election – that's another word for a vote! Children decide on their class representatives each year for the School Council. They make it very clear what they believe in and then it's up to the children to vote for those they think would best represent them. The mayor visits the school so the children can hear about how people, who are elected, help them.</p>	<p>The establishment of a 'Pupil Voice' within the school through a democratic act. All children's representative groups are selected through 'elections' modelling the democratic process.</p> <p>RE planning and exercise books.</p> <p>Learning Walks for behaviour and behaviour for learning School Values</p>	<p>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.</p> <p>They respect when sometimes their choice is not chosen as the choice of the majority was taken.</p> <p>They recognize and understand that sometimes the needs of the majority can be greater than the choice of an individual and respect that.</p>
<p><b>Rule of Law</b></p>	<p>The importance of laws, whether they are those that govern the class, school or country are consistently reinforced throughout the curriculum and school's behaviour policy. It is important for children to realise that rules are there to protect the common good. In school we have golden rules in every classroom and these are discussed at the beginning of each academic year. Teachers revisit these rules with the children when appropriate. It is from these starting points that children need to learn that rules are there to help protect all and they help our communities and they protect people. Children have regular opportunities to reflect on their behaviour through school and class worship. Visits from authorities including the Police, Fire and our Parish Priest help reinforce this message.</p>	<p>Class Rules / School Rules/Learning Behaviours School Values PSHE/Citizenship lessons on the role of law and parliament; School Council meetings; Collective Worship.</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and behaviour for learning</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</p>

<b>Individual Liberty</b>	<p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, or of participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.</p> <p>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.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	Children are able to show 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.
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