



PROMOTING BRITISH VALUES AT ST ANDREW'S

At St Andrew's we actively encourage the promotion of "fundamental British values". We do this through curriculum delivery ensuring, for example, that democracy, individual liberty and the rule of law are appreciated and understood by all learners. Importantly, the culture and ethos of the school naturally expects the demonstration of respect and tolerance for all we come in contact with, and in particular those with different faiths and beliefs.

British values are defined and set out below.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	<p>Respect is a core school value that is regularly discussed in depth, starting with self-respect and covering respect for family, friends, groups, the world and its people, as well as the environment.</p>	<p>Staff behavior reflects the quality of mutual respect through their interactions with each other, parents and children. Behaviour management & relationships is built on mutual respect between adult/pupil.</p> <p>We offer a broad and balanced curriculum that has a local, national and international dimension.</p> <p>Our RE curriculum is two thirds Christianity and on third other world faiths</p> <p>We also run an annual 'Interfaith week' to highlight our multi-cultural world and to foster understanding of others' faiths and beliefs</p> <p>We work to ensure that our resources do not promote stereotypes and celebrate diversity, for example through our choice of reading books.</p> <p>We invite other members of other denomination and faith groups in to our school, to talk to children and respond to their questions, which help challenge any negative stereotypes. We also visit places of worship of other denominations and faiths.</p> <p>Our acts of worship schedule, includes reference to significant holy days of other faiths and how there are common values shared between all faith groups. This helps fosters greater understanding.</p>	<p>Children can articulate why respect is important, how they show respect to others and how they feel about it for themselves.</p> <p>Children's behaviour demonstrates a good understanding of this value in action.</p> <p>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.</p> <p>They have developed critical personal thinking skills and can discuss the differences between people such as differences of faith, ethnicity, disability, and gender as well as differences in family situations.</p>

		<p>PSHE Sessions / Collective Worship promoting respect for individual differences.</p> <p>RE curriculum, planning and evidence.</p> <p>Challenge prejudicial or discriminatory behaviour.</p> <p>Learning Walks with a focus on attitudes, behaviour and the influence of school values.</p>	
<p>Democracy</p>	<p>Children see democracy borne out in a whole variety of ways and see this as being an essential component of successful team work.</p> <p>Democracy is a value that children meet when exploring Christian values of: respect, justice, trust, honesty & service.</p>	<p>Our behaviour management systems encourage children to create rules for conduct and learning, which permit discussion and agreement between all stakeholders, before committing them to practice.</p> <p>Our house merit system brings groups of children together, working towards a common goal. Our house system creates a sense of belonging.</p> <p>Children have an opportunity to join school parliament by canvassing their peers and be being elected in a secret ballot during a 'democracy day'. They then play an active part in decisions made in the school, as well as developing life skills such as public speaking, team work and negotiation. Children represent others' views, as well as their own in meetings and use "majority rulings".</p> <p>The appointment of new Play Leaders, Worship Leaders, and Anti bullying ambassadors each year models the democratic process.</p> <p>Collaborative learning across the curriculum.</p> <p>Children are encouraged to stand up for their beliefs, express their opinions clearly but at the same time respecting the right to disagree. We find opportunities to do this in PSHE circle time, class assemblies, in English and Topic lessons, where moral dilemmas and situations may be debated and considered.</p> <p>Provide pupils with a broad general knowledge of, and</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>As a result of the general election, pupils from across the school have written their own manifestos, carried out mock election & debated political views.</p> <p>When watching media presentations of political debates, pupils make perceptive observations & can provide counter arguments to the issues raised.</p> <p>Participation in Somerset Pupil Parliament.</p> <p>Children see that their voices are heard because of outcomes & benefits e.g. setting up of sensory room, influencing lunchtime experiences.</p>

		<p>promote respect for, public institutions & services.</p> <p>Teaching pupils how they can take part in and influence decision making through the democratic process.</p> <p>Visits from local councilors and our local MP (James Heapey) providing information about the operation of public services; how perceived injustice can be peacefully challenged.</p>	
Rule of Law	<p>Children are familiar with the concept through the discussion of values and, in RE & PSHE lessons, the idea that different religions have guiding principles.</p> <p>Children are used to debating and discussing laws/rules and their application. Visits from the local police service ensure children form positive relationships through informal learning sessions.</p>	<p>The St Andrew's vision and values was decided in collaboration with the whole school community and has been clearly shared with pupils in terms of 'living the values'. These create a set of mutually agreed rules for conduct and learning behaviours, which all agree to adhere to. Our reward and consequence approach to behaviour is applied consistently and supported by our children.</p> <p>Where appropriate, we seek to use "restorative justice", for misdemeanours, such as writing letters of apology. This helps encourage the concept of atonement. Staff may also talk through the situation in a structured way, to help children to understand antecedents and consequences.</p> <p>Children participate in nominating and electing school council representatives.</p> <p>PSHE/Citizenship lessons on the role of law and parliament.</p> <p>Pupils have a voice through subject monitoring</p> <p>Collective Worship cycle & themes teach pupils to distinguish right from wrong</p> <p>RE curriculum, planning and evidence.</p> <p>Visits from the local PCSO</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> <p>They understand that rules are applied to protect them.</p> <p>They are able to discuss and debate moral issues in relation to the rules.</p> <p>Children make links between rules/laws and Christian teachings</p> <p>Involvement of police increases the understanding of their role & give pupils a sense of security. They appreciate the role of police within society.</p>
Individual Liberty	<p>Our values based discussions and acts of worship include 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.</p>	<p>Children are taught to have mutual respect in many ways. Members of staff also model this.</p> <p>We mark significant events, such as Remembrance Day, in a way which is appropriate and meaningful for children. This encourages respect and forgiveness.</p>	<p>Children understand the importance of accepting responsibility for their behaviour and their right to be heard in school.</p> <p>Pupils demonstrate self-knowledge, self-esteem & self-confidence.</p>

	<p>Children are strongly encouraged to develop independence in learning and to think for themselves. We promote a strong anti-bullying culture.</p>	<p>In RE and collective worship, we look at and discuss examples of individuals who have stood up for their beliefs and shown great faith and courage in times of adversity and struggle. These may include Martin Luther King, Emmeline Pankhurst and Nelson Mandela. A range of biographical and autobiographical material is available for the children.</p> <p>Collective worship/PSHE based circle times emphasise children's personal responsibility to make particular choices and decisions, even though some of these choices may not be the right ones.</p> <p>Children are able to show independence in learning and to think for themselves, particular through 'growth mindset' principles.</p> <p>Teaching and learning places emphasis on the right to have our own thoughts and evidence based views.</p> <p>Teachers and other staff challenge stereotypes.</p> <p>Individualised learning opportunities.</p> <p>SEN support and expectations.</p> <p>The school is working towards Dyslexia friendly status</p>	<p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p> <p>Children are confident and articulate individuals who behave well and respond appropriately in social and formal contexts.</p>
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LINKING BRITISH VALUES WITH OUR CHRISTIAN VALUES

There are many opportunities for us to be able to link the teaching of British values when considering the Christian values which underpin the ethos and culture of the school.

FUNDAMENTAL BRITISH VALUES	CHRISTIAN VALUES
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	Peace, Community, Friendship, Humility, Forgiveness, Hope, Reverence, Compassion, Wisdom, Love

Democracy	Justice, Trust, Honesty, Service
Rule of Law	Respect, Justice, Trust, Honesty
Individual Liberty	Respect, Love, Justice, Thankfulness