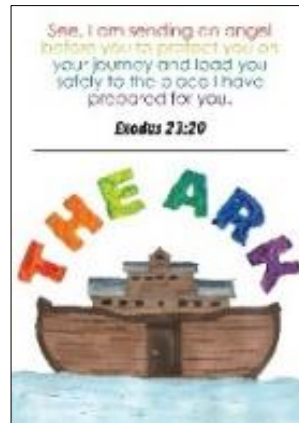


St Michael's CE (A)



Primary School

## British Values Statement

*The Lord says, 'For I know the plans for you...plans to give you hope and a future.'*

*Jeremiah 29 verse 11*

**Date Approved:** Wednesday 16<sup>th</sup> October 2024

**Review date:** October 2025

**Signed:** *Linda Guest* (Chair of Curriculum and School Improvement)

## St Michael's CE (A) Primary School – BRITISH VALUES STATEMENT

*"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23*

In accordance with The Department for Education, we aim to actively promote British Values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

### The Key British Values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

### Aims

St Michael's CE (A) is committed to celebrating the diversity of the UK. We aim to prepare pupils for life in modern Britain and to ensure that our school vision, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We recognise that British values do not give total liberty to individuals or tolerance of all views. Their declared aim is to combat extremism, and so they do not condone attitudes that are discriminatory and not inclusive or loving.

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it.

Through our curriculum, house system, worship and whole-school projects, we teach pupils British values and how to celebrate diversity. Whole school worship is used regularly to revisit the four British Values. And, the house system gives the children opportunity to explore the four British Values.

British Value	What do we do?	What is the impact?
<b>Democracy</b> <i>Democracy as we know it was not a feature of the autocratic Roman rule of Jesus' time on Earth. However, the rule of democracy is dependent on a belief that each person is important, valued</i>	<p>All pupils have the opportunity to make choices throughout the course of each school day. They are encouraged to reflect upon their choices and to express their opinions in the appropriate manner knowing that they are in a safe and supportive environment.</p> <p>Our School Council work alongside our staff to ensure that the student voice is heard and has an impact on the day-to-day running of our school. At council level, the children discuss issues raised in class and suggest ideas for ways to improve aspects of their school experience. School Council are also involved in the interviewing of potential new teaching staff; children understand that their voice is valued and that they have a direct influence on decisions regarding their education.</p>	<p>Children are able to work co-operatively in pairs and groups as well as in whole class situations.</p> <p>Children understand how they are part of the decision-making process and are a facilitator of change. They understand turn taking and respecting the views of others.</p>

<p><i>and worthy of respect.</i></p>	<p>Our Spiritual Council are the ‘spiritual’ voice of our children and are able to work with school staff to make reflective decisions within school.</p> <p>At the beginning of each school year, children across the school take part in elections to vote for House Captains and School Councillors.</p> <p>Through ‘Picture News’ children are invited to share their individual opinions on current news stories from around the world.</p> <p>In RE, big questions linked to current classroom learning are shared with the children who are then able to participate in class discussions/debates in order to share their thoughts and opinions.</p>	<p>Children practise democracy through school council and house captain elections and through opportunities to debate in class.</p> <p>Through our systems the children have the capacity to make changes e.g. Positive Behaviour Policy.</p>
<p><b>Rule of law</b></p> <p><i>St Paul in Romans 13 wrote at length about the place of the authorities in maintaining order and community living, building on the simple reminder: ‘What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God’ [Micah 6:8]</i></p>	<p>Children at St Michael’s are clear on our three expectations: ready, respectful and responsible. They are able to articulate the expectations and understand the consequences if they are not adhered to.</p> <p>All staff, children and parents have a clear understanding of the behaviour system in school. Children and parents sign a Home School Agreement at the beginning of each school year to show they agree with this system.</p> <p>There are positive rewards and sanctions for children, which are explained in our Positive Behaviour Policy. Our policy is underpinned by trauma-informed attachment aware practices.</p> <p>Visits to school are organised from public services (e.g. PCSO, road safety officer, ambulance service, fire brigade).</p> <p>Online Safety/Cyber bullying work is carried out across the school through our PSHE and computing curriculum, Safety Day and theatre productions (e.g. Saltmine, Firehouse Productions).</p> <p>Children learn in history how our country’s rules were developed and how they reflect the beliefs and values of the period e.g. year 6 compare and contrast crime and punishment throughout the centuries.</p> <p>Where possible, selected groups of children visit Parliament to see how the ‘rule of law’ is promoted in Britain.</p>	<p>Children can articulate how and why we need to behave in school and demonstrate they understand and can abide by rules, knowing consequences of their choices. As a result, exclusions are minimal.</p> <p>The behaviour of the children is extremely good. Incidences of serious misbehaviour are very low.</p> <p>There have been no permanent exclusions.</p>
<p><b>Individual liberty</b></p> <p><i>Christians believe that every individual is a unique and valued creation, made in the ‘image of God’, [Genesis 1:27].</i></p>	<p>At St Michael’s, we are proud of all of our pupils and recognise that each is unique; through collaboration and celebration of our differences, we are able to achieve wonderful things and the pupils are encouraged to demonstrate their many wonderful talents without fear or compromise. Many aspects of the Personal, Social, Health and Economic Education curriculum cover these matters. Alongside this, Diversity is celebrated through whole school themes such as ‘Wonderfully Made’, ‘Celebrating Difference’, ‘People of Hope’, ‘There is Room’ and ‘All are welcome’. All</p>	<p>Children understand the importance of accepting responsibility and their right to be heard in school.</p> <p>Children demonstrate a growing</p>

<p><i>Moreover God loves every person he has made, has a plan and purpose for them and wants a relationship with each one. Everyone is included, special and loved. [Isaiah 43:1 and Jeremiah 29:11]</i></p>	<p>children engage in activities which enable them to consider similarities and differences between them and others.</p> <p>In addition, we have attended the annual Diversity Celebration with other schools in the Local Authority.</p> <p>Children are encouraged to take opportunities to follow their interests in art, music, sport through wider opportunities, peripatetic music, extra- curricular clubs.</p> <p>PAMHAs (Physical Activity and Mental Health Ambassadors) support and guide younger pupils and build confidence outside of the classroom.</p>	<p>independence of thought, learning and action.</p> <p>Children develop their understanding of difference through the Christian belief that we are all created in the 'image of God'.</p>
<p><b>Mutual respect and Tolerance</b></p> <p><i>Christian love is to be lived out to all those around us, 'anyone who loves God must also love their brother and sister'. [1 John 4:21]</i></p>	<p>Children learn that their behaviour has an effect on their own rights and those of others.</p> <p>Differences between people such as faith, ethnicity, disability, gender or sexuality and differences of family situations are discussed through our PSHE curriculum. Our RE and PSHE curriculum both help our children to acquire an understanding of, and respect for, their own and other cultures and ways of life. Through our RE curriculum, children are able to learn about the beliefs of different religions – we have developed links with other faiths and communities and children have had the opportunity to visit different places of worship.</p> <p>Our PSHE curriculum is matched to statutory statements, and the 'Growing Up and Relationships' topic includes:</p> <ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>Through our PSHE curriculum and as part of our whole school Autumn Term project, children take part in Anti-Bullying week.</p> <p>We have achieved the Anti-Bullying Charter in recognition of the work that we do as a school to prevent bullying incidents and how we deal with any issues that arise in school.</p> <p>We promote a sense of belonging to our local community through the church and visits to local village shops (Y1/Y3 geography curriculum). We also visit local residential homes to sing Christmas songs to residents.</p>	<p>Children demonstrate respect for themselves and others in their general conduct and care for one another.</p> <p>Pupils are able to explain how they show respect to others and how they feel about it for themselves.</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show respect for others of different faiths and religions.</p>

	<p>Base 25 and internal interventions help children to develop mutual respect through group programmes.</p> <p>Our quiet space outside of The Ark, serves as a place to think, reflect and pay respects. The Garden of Light was developed by the Spiritual Council.</p> <p>As a school, we strive to form global links; we are currently partnered with a school in Zambia, in order to promote respect and tolerance of differences across cultures.</p> <p>We value the diverse ethnic/religious backgrounds of all our pupils and families and undertake a variety of events and lessons to celebrate (e.g. Diwali, Eid/Ramadan).</p> <p>Our Spiritual Council has a multi- faith element. Members offer prayer and guidance to younger pupils.</p> <p>Children demonstrate tolerance and mutual respect through a range of 'courageous advocacy' behaviours. These include supporting local, national and international charities and looking at ways they can make changes to their own behaviours through reusing and recycling resources.</p>	
How do we challenge opinions or behaviours that are contrary to fundamental British values?	<p>We will actively challenge pupils, staff or parents expressing opinions or behaviours that are contrary to fundamental British values, including 'extremist views'.</p> <p>Prevent/ Extremism written into the school's safeguarding policy (Preventing Radicalisation).</p> <p>Positive police and school liaison enables positive challenge of negative opinions or behaviours.</p> <p>PSHE co-ordinator/Head teacher and LA developed British Values Policy together</p> <p>All staff have attended Prevent Training and online safety Training and Governors have attended relevant Prevent training.</p> <p>Use of key questions in RE/Picture News and debates in English allows children to share, discuss and challenge views.</p>	<p>Children can identify and describe key British Values.</p> <p>Children show respect and care for each other.</p> <p>School ethos and values promote love, respect and acceptance.</p>

Through the work outlined above, we aim to prepare our pupils to become good citizens of the future. We aim to raise their awareness of radicalisation and extremist view, whatever the source. We have adopted the principals and advice found in 'Keeping Children Safe in Education – September 2024' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism.

Our House system (Elizabeth, Charles, William and Catherine) promotes British Values and worship gives a weekly opportunity for children to explore the 4 British Values.