



TRINITY ST MARY'S C OF E PRIMARY SCHOOL

BRITISH VALUES STATEMENT



British values are promoted in so much of what we do, not least during our Collective Worship, Religious Education and Social and Emotional Aspects of Learning (SEAL) sessions. The values are integral to our five key Christian Values which complement British values and always have done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

The following paragraphs give an overview of the different aspects of British Values which schools must promote and a flavour of how we approach them at our school. They are then individually discussed in greater detail for Key Stage 2, Key Stage 1 and for our Early Years Foundation Stage.

Democracy

At our school we provide our pupils with a broad knowledge of, and promote respect for, public institutions and services. We show our pupils how they can influence decision-making through the democratic process and give them opportunities to do so. We help our pupils to express their views as well as to listen to other people's views.

Our pupils see democracy in action in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a school value that pupils meet when discussing respect and fairness, for example in their Buddy Groups. Pupils are voted in to responsible roles within the school such as School Council Representatives.

As a result pupils are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. They have many opportunities for their voices to be heard and listened to. Our School Council and Buddy Groups meet regularly and through these our pupils are involved in our decision-making processes and are able to really effect change and improvement within our school.

Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout our school day. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Our school ethos supports this message and infuses the entire work of the school. This means that our pupils are familiar with the concept through RE lessons, SEAL and PSHE lessons, and the idea that different religions have guiding principles. Pupils are used to debating and discussing laws/rules and their application. This is reinforced by the local police who come into school to talk to our pupils.

As a result pupils 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 and can fully distinguish right from wrong. In addition our pupils develop positive skills in the peaceful resolution of conflicts.

Individual Liberty

School based discussions and acts of worship begin with discussion about the self, e.g. self-respect and self-worth in relation to individual value so that pupils 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 views. Pupils are strongly encouraged to develop independence in learning and to think for themselves.

As a result pupils 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. Our pupils learn to take responsibility for their behaviour, as well as knowing their rights, which contributes to our very strong anti-bullying culture.

Within our school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. They are also able to make choices in respect of learning challenges and participation in our extra-curricular activities.

Mutual Respect and the Tolerance of those with different Faiths and Beliefs

Love is one of our key Christian Values, around which pivots much of the work of the school in relation to respect. We promote respect for individual differences and we help our pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Pupils learn and appreciate that their behaviour has an effect on their own rights and those of others. All members of our school community treat each other with respect. We pay explicit attention to this as part of our RE, PSHE 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.

As a result pupils can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Our pupil's behaviour demonstrates their good understanding of this value in action. Pupils 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. We have regular visits from people of different faiths and beliefs who share their knowledge with our pupils and our pupils always look forward to these.

At Trinity St Mary's we will always challenge prejudicial or discriminatory behaviour and we will actively challenge pupils, staff, parents or governors expressing opinions contrary to fundamental British Values, including 'extremist' views.