



HOW WE PROMOTE PREPARATION AND APPRECIATION OF LIFE IN MODERN BRITAIN AT ALL SAINTS CEVC SCHOOL

British values

In June 2014, David Cameron highlighted the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at All Saints' CEVC Primary. British values are promoted in so much of what we do, not least during our schools assemblies, Religious education, philosophy and our focus on the world of work. The values are the integral to our long-standing school ethos statement which recognises British values and always has 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.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at All Saints'. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn term, and what could be more British than a trip to a pantomime around Christmas time!

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our curriculum plans ensure that children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains
- how 'Great Britain' differs from 'England' and 'the United Kingdom'
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Time Travel is a whole-school topic which happens every two years. The main focus is British history. During the topic, children learn about an aspect life and how this has

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developed and changed over time. The new curriculum includes studies of inventions and discoveries, or houses, or medicine.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at All Saints' CEVC Primary. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council is able to genuinely effect change within the school; in the past, the School Council has planned the refurbishment of the school cloakrooms and chosen the new school tournament kit. The Council are actively involved in organising whole school charity events. Our School Council Leaders act as ambassadors by showing parents around the school during our open days.

Other examples of 'pupil voice' are:

- children agree their class rules; all children contribute to the drawing up of these
- children have the opportunity to talk to governors to discuss different aspects of school life and the curriculum
- using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning
- children nominate various charities for the school to support within the School Council and plan fundraising activities
- Pupils are always listened to by adults and are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

The school house system has elected house captains.

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own class rules, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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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. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity they will choose (as part of our Growth Mindset culture)
- choices about how they record their learning
- choices around the participation in extra-curricular activities
- within Forest Schools activities where children guide their own learning and carry out risk assessments

Through our six Learning Behaviours we encourage our pupils to develop effective behaviours, which enable them to be effective lifelong learners:

- Stickability
- Curiosity
- Motivation
- Independence
- Cooperation
- Creativity

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and PHSE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

All Saints' CEVC Primary is proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an

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effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at All Saints' CEVC Primary enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, PHSE and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example
- enjoying a depth of study during whole school enrichment days, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world
- Sadly, no school can guarantee that there will never be instances which are contrary to these values. At All Saints' CEVC Primary, such instances are extremely rare. They are treated seriously in line with our behaviour and equalities policies.

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