



At St. Patrick's Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC and PSHE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres, trips abroad and communication with schools around the world. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

| British Value | Statement | Evidence | Impact |
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| Mutual Respect and the tolerance of those with different faiths and beliefs. | Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to our school mission statement which we summarise into three words, 'Peace, Love & Understanding' 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. | Records of PSHE Sessions / Collective Worship. Learning Walks for behaviour and safety. Lesson observations looking at SMSC and FBV. RE curriculum including RE planning and workbooks. PSHE overview, SEF Grid. School blogs, twitter comments. Pupil questionnaires and parent questionnaires. Pupil learning walks. Assemblies, where this message is shared to our whole school community and pupils blog after to discuss impact. Eco schools and our work to support other schools in this area. | 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 can articulate why respect is important; how they show respect to others and how they feel about it for themselves. |
| Democracy | The children at St. Patrick's Primary see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a school value that children meet when discussing respect and fairness | The establishment of a new school council each year models the democratic process of election and voting. Pupils are well versed in this process and why we use an anonymous voting system. Through our curriculum we look at democracy in a variety of situations historically and presently. Learning Walks conducted by pupils and staff shows how pupils use democracy every day. Trips to Parliament show pupils the real side to our British democratic system. | 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. Children in KS2 in particular are able to use the language of respect. Children are aware of differing views and understand that these need to be valued and if they disagree they have the mechanism to discuss this appropriately, understanding that we don't always agree. |
| Rule of Law | Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police and services that visit to talk to them informally, with a view to promote positive relationships. The children at St. Patrick's are aware of the importance of law and understand why we have rules and laws. | Class Rules and school rules are explicitly discussed with the children and their Parents. We note the importance of ensuring that our school community is aware of our rules and that everyone supports these. Through learning walks and behaviour walks we can see our school rules in action, on a day to day basis using our 'Good to be green' behaviour system. Our school values, PSHE/Citizenship lessons on the role of law and parliament, assemblies, blogging and twitter, are just a few examples of where we demonstrate an understanding or the rule of law. | Children 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. |
| Individual Liberty | 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. Children are strongly encouraged to develop independence in learning and to think for themselves. | Children are able to show independence in learning and to think for themselves. Children engage in a range of activities that encourage independent thinking, using initiative, problem solving, and taking responsibility for themselves. From the start of their school they are taught to be independent and we encourage them to take responsibility for their learning. Strategies, which can be observed across the school, include: 3 before me, help desks, Afl marking and a range of activities which promote self discipline and problem solving. Safer messages are taught across the curriculum, encouraging pupils to understand their own personal right to be safe, how to stay safe and what to do if they feel unsafe. | 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. Through a vast number of residential opportunities, pupils are encouraged to take care of themselves and be responsible for their own well being when away. Children know how to keep themselves safe and are able to talk about safety and making choices which support their future. |

Fundamental British Values in the Early Years

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.