



Our Vision Statement

"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."

STATEMENT OF BRITISH VALUES

Person Responsible:	Children and Learning Committee
Review Period:	Every 3 years
Date Adopted:	Spring Term 2016
Next review:	Spring Term 2019

At St Peter's we aim for our pupils to become responsible, active world citizens who participate in democracy and public life. We teach them to celebrate diversity and show respect and tolerance for differences in a modern British society. As educators we can engage children and offer a curriculum which gives them a good understanding of their own role in society. We can secure and influence behaviour and attendance and encourage further commitment to education and learning.

This policy makes reference The National Curriculum 2014. It should be read in conjunction with our Inclusion, SMSC and Teaching and Learning Policies.

British Values in school have four main strands (tolerance and mutual respect have been treated together):

1. Democracy

We promote democracy for all member of the school community through:

- Ensuring that school processes are democratic for all staff and pupils;
- Giving pupils a voice in matters which will develop the school further;
- Promoting a curriculum where children are encouraged to ask questions and enquire;
- Establishing opportunities for children to lead others (committees/young leaders/mentors/sports leaders);
- Embedding values based on the Christian belief that every person is created equal in the eyes of God;
- Maintaining Fair Trade Achiever Status which promotes justice for all (embedded in the curriculum);
- Providing a strong RE and PSHE curriculum;
- Conducting regular surveys to gauge parents' and staff views;
- Ensuring that all opportunities to explore the meaning of democracy are developed. Examples would be: The Ancient Greeks, The Civil War, The Shang Dynasty, and texts such as: Gulliver's Travels, Long Road to Freedom, Journey to Jo 'burg)
- Teaching how to argue and defend a point of view;
- Encouraging team work and collaboration both in school and with other schools;
- Teaching how to listen and influence decision making in a democratic way; and
- Showing respect for the democratic process.

2. The rule of law

We uphold the rule of law in school by:

- Ensuring that all school rules apply to all pupils and that all pupils are equally subject to the rules;
- Upholding the school values of: Courage, Inclusiveness and Active Citizen which promote responsibilities to do the right thing;
- Ensuring that policies are made available and followed in daily practice;
- Focusing on developing pupils who take responsibility for their own behaviour and learning progress;
- Ensuring that pupils understand the consequences of poor choices;

- Developing an ethos where everyone understands how they can contribute positively to others' lives both in the immediate community and beyond;
- Creating an understanding that rules exist for everyone's safety and well-being.
- Encouraging children to contribute to class rules;
- Maintaining Fair Trade Achiever Status which promotes justice for all (embedded in the curriculum);
- Exploring values within school and other societies (RE, PSHE, Worship, English, Sports)
- Promoting the ability to create fair systems – (Forest School, team work, pupil led assemblies and worship)

3. Mutual respect and tolerance of those with difference faiths/beliefs

We uphold and explore this value by:

- Upholding the school values of: Courage, Inclusiveness and Active Citizen which promote tolerance and understanding;
- Promoting a Christian ethos where everyone is equal in the eyes of God;
- Staff modelling of respectful behaviour towards each other, parents and pupils;
- A strong RE programme which embraces learning of other major religions and looks for links across religions wherever possible;
- Global links (Ghanaian school) which encourages learning about others' lives and beliefs;
- A strong SMSC focus which permeates all areas of learning;
- Maintaining Fair Trade Achiever Status which promotes justice for all (embedded in the curriculum);
- Active participation in community events;
- Strong commitment to charity fundraising at a local, national and global level;
- Promoting an atmosphere where everyone is respected for their individuality and their individual talents;
- External visitors regularly coming into school to enrich and extend learning (including those from other cultures/beliefs);
- Robust and carefully planned worship programme promoting diversity;
- Participation in Eco- Award which promoting respect of environment and the privileges that God has given us;
- Commitment to Artsmark which reinforces an appreciation of art forms across many cultures;
- A curriculum which includes a reflection on how intolerance and positive examples have impacted people's lives throughout history;
- A focus on independent learning where children are encouraged to question, challenge and listen to other people's views, accepting that everyone's viewpoint is valid.

4. Individual Liberty

We uphold and explore this value by:

- Preparing younger pupils to be aware of taking responsibility for their choices and progress in learning;
- Older pupils learn about the historical circumstances that led to individual liberty and the liberal state;
- Strong RE and Worship programmes teach the gospel values which promote respect and justice for all everyone regardless of cultural, religious or ethnic background;
- Opportunities are sought in the curriculum to include an understanding of liberty (The Civil War, Nelson Mandela, assembly on Malala Yousafzai)
- Providing opportunities to make choices and respect others are given in all areas of school life.

This statement will be reviewed annually by Senior Management and Governors to incorporate any changes or developments to the curriculum or national agenda.

Sarah Marshall – February 2016