



## St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

✉: [info@stpeters-farnham.surrey.sch.uk](mailto:info@stpeters-farnham.surrey.sch.uk)

[www.stpeters-farnham.surrey.sch.uk](http://www.stpeters-farnham.surrey.sch.uk)

Head Teacher: Mrs Sarah Dunning MEd ALCM



### Our Vision Statement

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

### STATEMENT OF BRITISH VALUES

Person Responsible:	Deputy Head Teacher
Committee Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of any new regulation
Status:	Statutory
Date Adopted:	Spring Term 2025
Next review:	Spring Term 2028
Ratified by Governors on:	29 January 2025

The Department for Education states that there is a need: *'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.'*

In modern Britain, the term 'British values' can be controversial. We recognise that these values are the bedrock of many democratic and diverse societies and not unique to Britain. At St Peter's we aim for our pupils to become responsible, active world citizens who understand that they have a 'voice' to celebrate diversity and promote justice. As well as actively promoting British values we actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

We are a values- led school. We have three values:

- Courage
- Inclusiveness and
- Active Citizen

Through living these values we aim to create an ethos that:

- promotes diversity and respect
- reduces stigma and creates a sense of belonging

Our pupils learn that they can use their education and relative privilege to contribute positively to the local and wider communities. As educators we offer a modern bespoke curriculum which enables pupils to appreciate diverse cultures and celebrate differences. We are aware that through our curriculum and school values, we are able to influence behaviour and attendance and encourage further commitment to education and learning. We encourage our pupils to be curious and eager to be part of 'something bigger'.

**This policy should be read in conjunction with our Inclusion, SMSC, Behaviour and Relationship and Teaching and Learning Policies.**



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British values in school have four main strands:

### 1. Democracy

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

- **Upholding and living the school values of: Courage, Inclusiveness and Active Citizen which promote respect for individual autonomy and diversity.**
- Ensuring that school processes are democratic and just for all staff and pupils;
- Giving pupils a voice to 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/Trick Box mentors/sports leaders);
- Embedding values based on the Christian belief that every person is created equal in the eyes of God;
- An assembly/worship schedule which includes national and international awareness days;
- Maintaining Fair Trade Achiever Status which promotes justice for all (embedded in the curriculum);
- Maintaining the British Council's International Award
- Providing a robust and challenging RE and Learning for Life curriculum;
- Conducting regular surveys to gauge parents' and staff views;
- Ensuring that all learning 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: I am Malala, Long Road to Freedom, Journey to Jo 'burg, The boy at the back of the classroom*);
- Teaching how to debate and defend a point of view;
- Using Trick Box to show how it's sometimes good to say 'no' and sometimes good to say 'yes';
- Encouraging teamwork 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:

- **Upholding and living the school values of: Courage, Inclusiveness and Active Citizen which promote responsibilities to do the right thing;**
- Ensuring that the school rules are shared with pupils;
- Ensuring that all school rules apply to all pupils (with some adaptations for additional needs) and that they understand that poor choices have an impact on others;
- Ensuring that pupils and parents understand the consequences of poor choices;
- 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 (Trick Box supports this)
- 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.
- Using Trick Box to show how it's sometimes good to say 'no' and sometimes good to say 'yes'.
- 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, teamwork, pupil-led assemblies and worship);
- Discussions around events/happenings in the media – at home and abroad; and
- Discussions around how it is possible to instigate 'change' by using our voice or taking peaceful action (some pupils have joined external Eco demonstrations).



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### 3. Mutual respect for those with difference faiths/beliefs

*We have omitted the word 'tolerance' as after discussion, we feel that the word has negative connotations.*

*We do not 'tolerate' the 'other'. We actively 'welcome and embrace' everyone as an individual.*

We uphold and explore this value by:

- **Upholding the school values of: Courage, Inclusiveness and Active Citizen which promote empathy and positivity towards others.**
- Promoting a Christian ethos where everyone is equal in the eyes of God;
- Ensuring that all individuals in school are treated equitably (as opposed to equally);
- Staff modelling of respectful behaviour towards each other, parents and pupils;
- Encouraging staff members of different countries and linguistic backgrounds to share their culture and experiences;
- A robust RE programme which embraces learning of other major religions (and diversity within religions) and looks for links across religions wherever possible;
- External visitors regularly coming into school to enrich and extend learning (including those from other cultures/beliefs (established programme in place);
- Promoting an awareness that there is a lot of 'common ground' across different religions and cultures.
- Commitment to International Award and global links (French, Greek and Ugandan schools – regular online meetings) which encourage learning about others' lives and beliefs;
- A strong SMSC focus which underpins all areas of learning;
- Maintaining Fair Trade Achiever Status which promotes justice for all (embedded in the curriculum);
- Active participation in community event (care home interaction, Christmas lights, Farnham Carnival etc)
- 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;
- Robust and carefully planned worship programme promoting diversity and celebration of differences;
- Participation in Eco- Award Green Flag which promotes respect of environment and the privileges that God has given us;
- Commitment to ArtsMark which reinforces an appreciation of creativity across many cultures;
- A planned assembly/worship schedule with incorporates issues of national and international importance but which also reacts to events (refugee crisis/Ukraine/natural disasters);
- A curriculum which includes a reflection on how both intolerance and positive examples have impacted people's lives throughout history; and
- 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;
- Using Trick Box to show how it's sometimes good to say 'no' and sometimes good to say 'yes';
- Older pupils learn about the historical circumstances that led to individual liberty and the liberal state;



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- Strong RE and Worship programmes which promote respect and justice for all regardless of religion, ethnicity, gender or culture.
- Opportunities are sought in the curriculum to include an understanding of freedom (The Civil War, Nelson Mandela, Malala Yousafzai – English curriculum, modern day slavery in Y6 RE, assemblies addressing awareness issues: eg: Refugee Week, Interfaith Week, International Girls Day, International Children's Day);
- Inviting external visitors into school to celebrate achievements but also to discuss current issues
- 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 – January 2025**