

BRITISH VALUES STATEMENT

Preparing Children for Life in Modern Britain

Across the Federation of Snape and Thornton Watlass Schools 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 our RE, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	<p>Respect is a fundamental value, around which pivots much of the work of the school. We promote mutual respect for others throughout everything we do. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum.</p> <p>The importance of respect is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world, its peoples; and the environment.</p>	<ul style="list-style-type: none"> • School Code of Conduct • School Behaviour policy • Records of PSHE Sessions • Daily Collective Worship. • RE curriculum RE planning and workbooks. • The wider global curriculum, learning how other children live. • Visitors to school such as Childline • Learning walks for behaviour and behaviour for learning. • Pupil Council fundraising • Ofsted Reports and Governor monitoring visits 	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. 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. Pupils can articulate how the lives of children in other countries differ from their own.</p>
Democracy	<p>The children of the Federation see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. They have many opportunities to have their voice heard and impact upon school life. e.g Pupils discuss and influence their class rules, they plan activities for Forest Schools and have suggested activities for our Open Afternoons.</p> <p>The principle of democracy is explored when discussing respect and fairness through many areas of the curriculum such as sporting activities, choosing roles for the plays, and group working in class.</p> <p>The establishment of the pupil council representatives models the democratic process.</p>	<ul style="list-style-type: none"> • Pupil council notes • Class rules • Fund raising activities • After school activities and events • Records of PSHE Sessions / Collective Worship. • Forest School Planning and photos • Photos of Open Afternoons 	<p>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 are able to use the language of respect.</p>

<p>Rule of Law</p>	<p>The children across the Federation become familiar with this concept through the ethos that infuses the entire work of the schools. We have a Code of Conduct that is agreed by all pupils and staff alike at the beginning of every year. They are familiar with the concept through the discussion of core values and, in RE lessons, the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who visit to talk to them informally.</p> <p>Our Behaviour and Anti Bullying policies set out a zero tolerance for any form of aggression, abuse or violence and this is consistently applied by all. The school runs workshop on cyber bullying and internet safety. Each year the Year 6 take part in the NYCC Crucial Crew event .</p>	<ul style="list-style-type: none"> • Class Rules • School Code of Conduct • Observations of Learning Behaviours and School Values • PSHE/Citizenship lessons on the role of law and parliament • Pupil Council meetings • Collective Worship. • RE planning and work books. • Learning Walks for behaviour and behaviour for learning • Records of Pupil, staff and Parent workshops • Records of visits 	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by our school Code of Conduct. They are able to discuss and debate philosophical issues in relation to these.</p>
<p>Individual Liberty</p>	<p>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. We give our pupils a range of responsibilities around the school. For example, supporting the younger pupils at playtimes, lunchtime monitors to help clear plates and classroom monitors.</p> <p>Pupils are supported to develop their self-knowledge, self-esteem and self-confidence in all areas of school work.</p> <p>Assemblies and class discussions are often based upon individual Core Values encouraging pupil responsibility, resourcefulness, resilience, respect, reflection and reasoning.</p> <p>Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.</p> <p>Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school such that any form of bullying is challenged and addressed. The school has a robust system for logging incidents.</p>	<ul style="list-style-type: none"> • Code of Conduct • Pupil Council meetings • Collective Worship. • RE planning and work books. • Pupils are given opportunities for choice through: choice of challenge within a lesson; choice of how they record; or choice of participation in extra-curricular clubs and sporting or other opportunities. • Planning for E-Safety and PSHCE lessons; SEAL activities; Philosophy for Children (P4C) sessions. • Day to day conversations, expectations and modelling of behaviours. • Key roles and responsibilities in school e.g. Class responsibilities, reading partners, sports leaders. • Having their say in the employment of staff 	<p>Children are able to show independence in learning and to think for themselves. 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.</p>