



*Promoting British values at
Sonning Church of England Primary School*



Preparing Children for Life in Modern Britain

At Sonning Church of England 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 Christian ethos and work of the school. Our curriculum provides a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC, PSHE and Citizenship provision provides excellent opportunities to deepen and develop understanding. Children embrace the concepts of respect, tolerance, rules (law) and individualism with enthusiasm and compassion, demonstrating a good understanding of these in their daily interactions. The school makes considerable efforts to ensure children have exposure to a diverse experiences beyond our local community during which the above concepts are challenges and deeper understanding is enabled. Examples of enhancement activities include, sporting events, a range of visit/visitors, use of outdoor education centres and actively supporting a wide variety of local and national charities. Our Christian values drive all that we do encouraging children to embrace difference and be respectful and tolerant of others.

“The peace that Christ gives is to guide you in the decisions you make” (Colossians 3:15)

British Value	Statement	Evidence	Impact
<p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p>	<p>Respect is a school value, around which pivots all of the work of the school. In addition to our ethos we pay explicit attention to this as part of our RE, PHSCE, and SMSC curriculum. Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world, its people and the environment.</p>	<p>Records of PSHCE lessons / Collective Worship. RE curriculum RE planning and workbooks. Learning Walks for behaviour and behaviour for learning School Values School visit days/development Visitors (Twitter) Collective worship planning SIAMS evaluation/monitor Ongoing monitoring (e.g. behaviour)</p>	<p>Children can articulate why respect is important; how they show respect to others and how they demand 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 religion.</p>

Respect is fundamental to our school ethos. As a school our aim states that we foster a climate of respect, aspiration and co-operation within and beyond; our school community. Pupils are reminded of what this means and how it is shown on a regular basis through discussions, collective worship and special assemblies. It is reiterated through our school’s Code of Conduct and behaviour policy. There are a number of ways that this is seen – peer mediators, use of peer evaluation, modelling good relationships and respectful behaviours, rewarding positive behaviours e.g. Golden Flame awards, raising awareness of staff, parents and children of differences and the need to respect these e.g SEND training and awareness raising, use of PSHEE SEAL materials ‘Same but different’ / Getting on and Falling out.

The school also continues to promote generosity and compassion through school events and supporting local/national charities such as Readifood, Daisy's dream, Comic Relief, Children in Need and specific charities related to school family needs and circumstances e.g Daisy's Dream and MacMillan Cancer Care.

<p>Democracy</p>	<p>The children at Sonning Church of England Primary School use and promote democracy in a whole variety of ways and see it as being an essential component of successful organisations/communities.</p>	<p>The establishment of a new School Council each year models the democratic process. RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values. The children also participate in annual 'democracy day' which explore voting and the fundamentals of global citizenship.</p>	<p>Children area able to work collaboratively in whole class and small group situations. They understand about turn taking and respecting the views of others. Children are able to use the language of respect and acceptance of others in their daily interactions. Children contribute to the improvement of the school through our school council. They also vote for activity payment events/activities annually.</p>
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There are a number of opportunities for pupils to participate in the democratic process and to have their voices heard. These include: annual elections for School and Class councils, use of Philosophy for Children, Community of Enquiry approaches, pupil surveys/parent, pupil conferencing across the curriculum, feedback on candidates during interview process and significant contributions to acts of worship. Children are encouraged to voice their opinions and we foster an environment where they feel safe and supported to disagree with each other and the importance of being able to state their own views whilst at the same time recognising that others may have opinions which differ from their own.

<p>Rule of Law</p>	<p>The children at Sonning Church of England Primary School are familiar with this concept through our Christian ethos that infuses the entire work of the school. They are familiar with the concept of right and wrong through the discussion of 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 annually. Our youngest children study a topic called 'People who help us' which involves a visit from members of the school community.</p>	<p>Class Rules School Rules/Learning Behaviours School Values PSHE/Citizenship lessons on the role of law and parliament School Council meetings Collective Worship. RE planning and work books. Learning Walks for behaviour and behaviour for learning UNISEF rights of a child posters completed annually as part of class induction</p>	<p>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</p>
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The importance of laws / rules whether they be part of a class charter, the school, the local community or the country are reinforced throughout the school day as well as when dealing with behaviour and promoting core values and expectations as part of our collective worship programme. 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. Visits from various authorities such as the Police, Fire Service also help to reinforce this message. We have close links with our Police Community Support Officer (PCSO) and she is involved at a number of levels to reinforce these aspects. Children are also made aware of safety rules e.g. for PE, road and online safety. As part of their transition programme Year 6 pupils learn about peer pressure, the age of criminal responsibilities and the consequences of various actions such as anti-social behaviour.

There are also opportunities for our pupils to be involved in discussing news items through the use of Newsround and First News publication and to have opportunities to discuss the implications of events and how the law is applied in different circumstances.

<p>Individual Liberty</p>	<p>Our ethos facilitates discussions and acts of worship that provide regular opportunities for reflection and discussion. 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 views. Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Children are able to show independence in learning and to think for themselves. Home learning approach APS events (pupil choice) House system (behaviour) PSHCE curriculum</p>	<p>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. Children complete an annual pupil survey which is considered and regularly debate topics of interest. Children are also provided with opportunities to support others through Prefects/Digital leaders/</p>
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Within our school pupils are encouraged to make choices, knowing that they are in a safe and supportive environment. They are encouraged to know, understand and exercise their rights and personal freedom and are advised how to exercise this safely, for example through our PSHE and Online safety sessions. Whether it be through the choice of challenge, how they record their work, their participation in extra-curricular activities and opportunities, pupils are given the freedom to make choices. Some examples of this in action are: use of learning logs to enable children the freedom to choose how best to respond / record a task, providing an element of choice in some key tasks to promote individuality and independence, use of flexible lesson structures to cater for different learning needs and styles and continuing to promote pupil independence with parents. The use of the UNICEF Rights and Responsibilities materials also helps to promote this; pupils are made aware that choices are linked to sanctions and their responsibility for making appropriate behaviour choices.

British values is also evident within our school environment through:

- i. The interactions, behaviour and communication (Ethos) within our school community*
- ii. Posters within each classroom- used for discussion and reference during class discussions*
- iii. Our school website*

Actions identified through monitoring/evaluation to further enhance pupils for understanding of life in modern Britain:

- Provide further events for children to experience other cultures, backgrounds and socio-economic circumstances
- Enhance charity support and organisation in order to build lasting relationships with charity
- As part of curriculum review, explore how to further embed British values throughout the curriculum (e.g. providing further opportunities for debate, reflection and discussion)
- Consider how new school values can further reinforce British values

