

St Andrew's Junior School - BRITISH VALUES STATEMENT



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."

At St Andrew's Junior School our seven Christian values link seamlessly with the five British values. We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to the British society and the larger world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, local community and the wider world.

Our role in preparing children for life in modern Britain is taken very seriously; both British and our Christian Values are explicitly discussed, lived out and demonstrated within the ethos of the school.

All curriculum areas provide opportunities to deepen and develop understanding of spiritual, moral, social and cultural education of our children.

Our PSHE scheme 'Jigsaw' ensures all year groups are developing areas at the appropriate developmental ages- the consistency of teaching style and approach allows for children to build on their previous learning and knowledge.

At St Andrew's we actively promote British values in the following ways:

DEMOCRACY

Evidence	Impact
<ul style="list-style-type: none">• The children vote for members of the school council twice each academic year.• The whole school vote for the Year Six house captains in September.• During Class Councils the children discuss and vote for charities that they would like to support during the spring term sponsored event.• The children have made 'real' choices about how to spent PTA and sponsorship monies.	<p>Children are able to work cooperatively in pairs and groups as well in whole class situations. They understand about taking turns and respecting the views of others.</p> <p>The children have a 'voice' and know their opinions and ideas are listened to and have impact on their lives.</p> <p>Children are able to make positive contributions.</p> <p>They understand and can use the language of respect.</p>

RULE OF LAW

School rules and expectations are clear, fair and regularly promoted.

Pupils are always helped to distinguish right from wrong, in the classroom, during collective worship, on the playground and in daily life.

Pupils are encouraged to respect the civil and criminal laws of England and St Andrew's Junior School enjoys visits from authorities such as: the Fire Service, the Two Johns and Child-line help reinforce this message.

The Behaviour and Anti-Bullying policies set out zero tolerance baseline for any forms of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

Evidence	Impact
<ul style="list-style-type: none">Class Rules, School Rules/Learning Behaviours	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these
<ul style="list-style-type: none">School Christian Values	Staff and pupils model the Christian values in their day to day lives. Children all know that they have rights but with rights comes responsibilities. They are able to discuss and debate philosophical issues in relation to these.
<ul style="list-style-type: none">Lessons on the role of law, parliament and how laws are made.	Year Six children have had visits from Members of Parliament- where they were able to ask questions and develop their understanding further.
<ul style="list-style-type: none">School council meetings	School councillors have fortnightly meetings chaired by Mr James.
<ul style="list-style-type: none">Class council meetings	The school councillors hold Class councils every other Friday- where they relay important information from the school Council and hold any votes needed to help make whole school decisions.

INDIVIDUAL LIBERTY

Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe supportive environment. Eg. By signing up for extra-curricular clubs, choosing to audition for parts in performances, how they want to spend their time during Golden time and chilli challenges in Maths and English lessons.

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

Pupils are encouraged to take responsibility for their behaviours and our pastoral support reinforces the importance of making the right choices.

Pupils are encouraged to know and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through-out e-safety teaching and PSHE lessons using the Jigsaw scheme.

Children are strongly encouraged to develop independence in their learning and to think for themselves.

Vulnerable pupils are protected and stereotypes challenges.

A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.

Pupils have key roles and responsibilities in school eg. Register monitors, assembly monitors, school council representatives, play-leaders, Infant-drink monitors etc.

Evidence	Impact
<ul style="list-style-type: none">• Children are able to show independence in learning and to think for themselves- chilli challenges.• Children show initiatives by fund raising for many charities showing care/ respect they have for others.	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school</p> <p>Via class and school council the children are consulted on many aspects of school life and demonstrate independence of thought and action.</p>

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Through a strong commitment to our seven Christian values. Respect is a highly regarded value of our school. The pupils understand that it is expected that everyone will demonstrate respect to each other- children and adults alike.

Pupils are helped to acquire and understanding of, and respect for, their own and others cultures and ways of life.

Staff and pupils are expected to challenge prejudicial or discriminatory behaviour.

Links and visits promoted with local faith communities, plaes of worship (such as: St Andrew's church, visits from CYO (Christian Youth Outreach), the Hindu Mandhir)

Through, Assemblies, PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender, or sexuality and differences in family situations.

Respect is a 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.

Evidence	Impact
<ul style="list-style-type: none"> • Records and planning of collective worship • RE curriculum, RE planning and books • PSHE scheme- Jigsaw taught systematically throughout the school. • School visits of cultural importance. <ul style="list-style-type: none"> • Cultural assemblies • Pupils regularly sing at the local home for the elderly. 	<p>Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>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.</p> <p>Increased respect and understanding between generations in the local community.</p>