

## British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Prees CE Primary School and Nursery, we take very seriously our responsibility to prepare children for life in modern Britain. As a Church of England School, we already explore the ways in which striving to live the core Christian values, such as Respect, Friendship, Courage, Hope and Love, have a positive influence over the choices that people make in their lives. We value the ethnic diversity of the families living in the UK and celebrate and explore these as part of our studies.

We ensure that the fundamental 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. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

At Prees, we value the voice of the child and promote democratic processes such as our school council whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

Children are given responsibility in many aspects of school life and lead other children in games and activities, including acts of Worship. Our House system enables children of all ages to work together and help to promote our core values. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

### Fundamental British Values

#### Democracy

Statement	Evidence	Impact
The children at Prees Primary see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working	The establishment of a new School Council each year models the democratic process  Yr 6 along with staff vote for end of the year awards  Children have the opportunity to vote on significant school issues, enabling them to feel included in the decision	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 in school and in KS2 particular are able to use the language of respect.

	<p>making in school.</p> <p>Librarians running the school library.</p>	
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### Rule of Law

Statement	Evidence	Impact
<p>The children at Prees CE Primary are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles</p> <p>Children are used to debating and discussing laws/rules and their application.</p> <p>Children are familiar with the local Police who visit to talk to them informally.</p>	<p>Class Rules School Rules/Learning Behaviours</p> <p>School Christian Values</p> <p>Lessons on the role of law and parliament in PSHE</p> <p>School Council meetings</p> <p>Collective Worship</p> <p>RE /PSHE planning and books</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</p> <p>Children all know that they have a right but that with a right comes a responsibility</p> <p>They are able to discuss and debate philosophical issues in relation to these</p>

### Individual Liberty

Statement	Evidence	Impact
<p>Our Values based discussions and 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 evidence based views</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves. They are encouraged to develop resilience, when</p>	<p>Children are able to show independence in learning and to think for themselves.</p> <p>They are developing skills in problem solving and reasoning.</p> <p>Children display our</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action</p>

things become difficult.	core values through the school's considerable sporting activities.	
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**Mutual Respect and the Tolerance of those with different Faiths and Beliefs**

Statement	Evidence	Impact
<p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum</p> <p>Respect is a school 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</p>	<p>Collective Worship</p> <p>RE curriculum RE planning and books</p> <p>PSHE curriculum, planning and books</p> <p>School Values</p> <p>Enrichment visits</p>	<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 understand that having a faith may influence the way people choose to live their lives. They can discuss the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</p>