



**Values at St Mary's Primary School an academy in The Good Shepherd Trust**

<b>British Value</b>	<b>Statement</b>	<b>Evidence</b>	<b>Impact</b>
<p>Mutual respect and the tolerance of those with different faiths and beliefs</p>	<p>Respect is a fundamental school value, reflected in our rewards system. Children are taught what respect means and the wider context of this: respecting themselves, family and friends, other people with different opinions/beliefs, the environment and the world.</p> <p>RE planning ensures all year groups learn about other faiths and tolerance of differences, focusing on how this is similar to Christianity.</p> <p>We have a world display board to celebrate differences amongst people and places. Children are encouraged to try foods from different countries particularly during our themed weeks: 'All About Me' and 'World Week'.</p> <p>Our Collective Worship includes visits from a diverse range of</p>	<p>Expectations of behaviour. PHSE medium term planning. RE planning. Book scrutiny. Learning Walks. School Values and Reward System. Collective Worship.</p> <p>RE Planning. Book Scrutiny. Subject leader liaison with Church Leaders and Diocese.</p> <p>Disability Awareness. Interaction with Dementia Group. Interaction with and respectful service towards the 'older generation' including war veterans</p> <p>Art, music and dance curriculum including Kakatsitsi Drumming</p>	<p>Children can explain what having respect is and say why it is important. Children demonstrate respect in the way they treat their belongings and others. Children show a high level of respect for their school and its environment. Children can talk about different faiths and cultures, drawing comparisons between these and their own culture whilst showing a high level of respect.</p>

	<p>people within our community and at times from other cultures/countries to demonstrate to children the diversity within our small community.</p>	<p>workshops with Indigenous People, Educational visits to a Mosque, Synagogue and Christian churches.</p>	
<p>Democracy</p>	<p>We see democracy as being a successful part of teamwork. Children are taught about fairness, listening to others and making wise choices.</p>	<p>Minutes of school council meetings and ‘Super’ School Council meetings, minutes of pupil leadership meetings.</p> <p>Training and deployment of Peer Mediators as skilled negotiators to achieve conflict resolution.</p> <p>Pupil questionnaires - schools leaders take seriously and model responses to pupils’ suggested initiatives.</p>	<p>Children are able to work cooperatively in pairs and groups as well as whole class situations. They help each other out, take turns and listen with respect to other people’s views. Children contribute to decisions, such as deciding on new playground equipment, which fundraising activities to support, and the content of school assemblies, productions and performances.</p>
<p>The rule of Law</p>	<p>Children are familiar with this concept through our strong values and behaviour and rewards system. Through discussions in RE and Philosophy children learn that other religions have their own guiding principles which are upheld within the laws of the land.</p>	<p>Christian Values. Classroom and playground rules Expectations of behaviour/anti bullying document/attendance and punctuality leaflet/features of outstanding learners document. Consequences (and sanctions) document. Behaviour policy. RE planning. PSHE, Philosophy curriculum</p>	<p>Children can explain how they need to behave in school and about expectations of learning behaviour. They demonstrate the ability to behave according to the school rules and expectations. Children understand that rules extend outside school to the wider community.</p>

		<p>and planning.  Learning walks.  Visitors Code of Conduct.  Visits by Community  Policeman/Fire Service.  Collective Worship.  Peer Mediation programme.  Themed weeks including ‘British  values’ week and celebration of  monarch’s long reign.  Introduction of School Bank.  Uniform policy.</p>	
Individual Liberty	<p>Alongside respect, children are taught to see that they are important in their own right. They are taught that everyone has rights and that with rights come responsibilities. The children learn that no person is to be denied access to their rights, even if there is a difference in belief, culture or way of life. We support fundraising efforts to aid countries where children are not receiving their full entitlement to rights through poverty or natural disasters. Children are encouraged and supported to take responsibility for themselves and their actions.</p>	<p>Red Nose Day.  Children in Need.  School in a Bag.  Save the Children.  Crisis.  Cancer Research.  Safeguarding  E-safety training  School Bank and ‘Biz-School’ for upper KS2 pupils.</p>	<p>Children understand the importance of helping other people who are not as fortunate as themselves. They are aware of rights and what they need to do to ensure access for all. They also know how to keep themselves safe at home and at school, including on the internet. Children are prepared to achieve independence and economic well-being.</p>