



Preparing Children For Life In Modern Britain (British Values)

At Ravenscroft Primary School we value each other and every member of our school community as individuals and respect their rights and freedom.

British Values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Our curriculum is designed to ensure that our children have the opportunity to learn and reflect on the values that underpin our lives. There are many cross-curricular opportunities embedded which support the development of an understanding and appreciation of British Values. These values are specifically explored in our SMSC curriculum (see schedule).

Through promoting British values, we expect our children to become responsible citizens for the future who show mutual respect and tolerance of others, value their own liberty and understand the rules of law and democracy.

Their experiences in Ravenscroft support and promote British Values an all aspects of school life . **Democracy** for instance is embedded by pupils understanding that our governors are mainly elected and by children being involved in a number of decision making processes. **The Rule of Law** is evident for example in the school's hierarchical structure and the high standards of behaviour expected and maintained in school. In addition the school adheres strictly to national laws relating to attendance, national assessments, healthy food etc. **Individual Liberties** are evident throughout the curriculum (see subject policies) and individual rights such as the freedom to wear certain clothing relating to their religion are clear to pupils. **Mutual Respect and Tolerance** are apparent in school not only on a daily basis but also when they are highlighted as families join us to celebrate the work done by children as part of religious festivals.

BRITISH VALUES IN THE SMSC LIFE OF THE SCHOOL – PREPARATION FOR LIFE IN MODERN BRITAIN

		EXAMPLES OF WHAT WE DO	IMPACT
SPIRITUAL	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	Philosophy throughout curriculum; development of generic learning skills; using <i>Signalong</i> as a means of communication; visits to places of worship; discussions about world events.	Stimulates an interest in exploring, challenging and developing empathy with the beliefs and experiences of others in a respectful but meaningful way whilst learning to manage their own feelings.
	Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	PSHE curriculum, generic skills nb self-awareness, managing feelings and reasoning; exploring self-e.g. can I show integrity?; pupils are aware of the school's high expectations of them.	Behaviour throughout the school is excellent; pupils respect their peers and adults and are supportive to each other academically and socially. Pupils understand rules, rewards and sanctions; they have an understanding of their rights and responsibilities
MORAL	Understanding of the consequences of their actions	Pupils assess and manage risk; pupils are aware of sanctions if expectations of behaviour are breached; independence is valued e.g. Year 6 use of kitchen at break times; outside agencies and organisations are used to explore e-safety, anti-bullying and the work of the police and fire brigade.	Pupils are involved in writing Risk Assessments and relish responsibility in all areas of school life. Visitors comment on the independence and self-possession of our pupils. Pupils understand rules, rewards and sanctions; they have an understanding of their rights and responsibilities.
	Interest in investigating, and offering reasoned views about, moral and ethical issues	Debating Society, philosophy, generic skills of enquiry, reasoning and problem solving, interact with everyone; PSHCE and discussing and forming opinions on world events	Pupils of all ages are enthusiastic about sharing and challenging opinions. Their opinions are backed by reasons and evidence – in a range of moral and ethical issues.
	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Generic skills; sporting/debating/chess/performing arts competitions; a wide range of projects with local secondary schools and with outside organisations such as English Pocket Opera; Shakespeare; DCC; verbal intelligence is developed through paired talk, group discussion and dialogic teaching	Our pupils welcome visitors showing them our school with pride and their behaviour on school visits is always positively commented upon. Pupils show mutual respect for all members of the school community and are tolerant of those of different faiths and beliefs.
CULTURAL	Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	Some examples include culturally relevant resources, twinned with village primary school in Wiltshire, RE curriculum delivered through philosophy	Pupils celebrate - genuinely and with enthusiasm – diversity from SEN pupils taking part in children's Paralympic events to G&T pupils winning Science Awards in borough wide events, DCC activities. Pupils show mutual respect for all members of the school community and are tolerant of those of different faiths and beliefs.