

St Chad's Patchway CE VC Primary School

"To be a happy learning community based on Christian values, which enable all children to reach their full potential."

Values and how you might see them taught and lived in school

Schools are now required to show that they are actively promoting British values. The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

This definition remains the same in the new standards.

Here at St Chad's, we believe these values to be fundamental human values which we actively promote, alongside other such values as respect, forgiveness and responsibility. Such values are the bedrock of how we believe primary pupils should be educated and permeates all aspects of school life. This foundation on which we build our education forms an integral foundation of all we do through implicit and explicit action and education and below are some examples of how we do this:

General – school and class rules, voting on class issues, student council, behavior systems such as Dojo, certificates etc. ICA (I Can Achieve assemblies) and Star of the Week assemblies (focus on moral themes each term). Paired work, group work from day one in school, taking turns, sharing, tolerance, support, respect, care are all taught and modelled. We have an implicit and explicit drive towards 'doing the right thing' which includes an expectation to hold doors, say please and thank you, show consideration and awareness towards others which boils down to pupils being taught and being shown how to be empathetic people. We formalise this through roles and responsibilities (morning helpers are chosen from each KS2 class to arrive earlier in the morning and they hold specific roles and duties) Year 6 have a vast array of 'jobs' ranging from being a buddy to EYFS pupils, to being sports leaders across school, organizing and managing inter and intra class / school events.

Community links - Specific celebrations are shared and celebrated, from a religious and also a cultural standpoint such as Rosh Hashana, Chinese New Year, Diwali, where we often have parents and visitors to share and discuss from a personal point of view. Linked to this we hold international days, sometimes directly linked to topics, sometimes as standalone events, where languages, culture, similarities and differences are explored. Harvest, Christmas and many other charity support events (Heart foundations, Children's Society, Children in Need, Comic Relief, Sports Relief, Water Aid, Shelter, NSPCC, Christian Aid), showing how we impact the world around us and how we can help others in need. The Years 5 and 6 have a topic entitled London calling, where the explicitly look at the mechanics of parliament, crime and punishment and celebrate our capital city.

Visits from outside agencies, para-Olympian, guide dogs, those sharing their roles in the community / society such as fire and police service, a local MP, animal handlers, people who are important to us and help us etc.

Images and inspirational work displayed around school which positively address cultural, religious, race, disability, familial, gender and societal similarities and differences in a way that promotes understanding, empathy and unity.

PSHE lessons to challenge stereotypes, reinforce rules (including of law), individuality, break down stereotypes including all mentioned above, respect and tolerance. We use a lot of very high quality

picture books as part of our extended writing which also serve as triggers for PSHE discussions, these books include – Angus Rides The Goods Train Alan Durant, about inequality, Michael Rosen's Sad Book which discusses loss of a loved one, The Night Shimmy by Anthony Browne about fear, sadness, uniqueness acceptance, strength, friendship, and more, Varmints: Part one by Helen Ward covering themes of progress verses our responsibility towards the world / environment. We have a very wide range of such books which could be discussed here, each covering a very important and values based theme.

The same can be said about **RE** lessons, where tolerance and understanding form a significant element of learning, made explicit in the curriculum where commonalities and uniqueness are explored between all major religions. Examples are: learning about major religious beliefs and how they complement each other and have common values, termly explicit values taught through all assemblies, with the taught behaviours being rewarded through Star of the Week and Newsletters (values such as respect, tolerance, love, hope, responsibility etc). Every class has a reflections area where pupils have a chance to explain their thoughts and explore ideas brought about through RE teaching.

History is at times used to explore contemporary issues as they affect pupils today through the lens of history, including relevant historical context is essential to understanding what it means to be a citizen of the UK today. Examples such as slavery and strata within society (Romans), class system, British History etc.

Geography, understanding of local communities including developing pupils' ideas of roles and responsibilities within in the community, break down of stereotypes through specific cultural topics (such as Africa topic).

Facilitation of pupils **engaging in our local community** e.g. through trips including to places of worship, visitors such as emergency services, councillors, dog fouling competition, engagement with annual summer fair. Further examples include charity work where we choose and explore local charities and wider more international needs and how we can make a difference, as well as encouraging pupils to visit local school as part of their sport to share healthy and managed competition or secondary school visits, meeting wide ranges of pupils from different cultural and ethnic backgrounds which may not be explicitly shared directly in school. International / languages days where diversity is celebrated and seen as part of the world we inhabit and to be embraced.

Early years where 'About Me' style learning and topics celebrate and recognise diversity. Child led learning in itself linking to choices, understanding of each other, personal responsibility, impact of actions etc. Respect features highly to support integrations of many pupils from any different pre-school environments, including some who have not been to any formal pre-schooling. Behaviour (and language) is consistently modelled (as it is across all school) and similarities and differences are actively promoted and celebrated.

English. Very high quality texts (read across whole classes as well as individually) where British culture is explored (The London Eye Mystery Siobhan Dowd), or society more generally (Clockwork, Philip Pullman), family breakdown and rebuilding (Liar & Spy Rebecca Stead Y5), and challenging and hard hitting ideas such as gender stereotypes through Bill's New Frock Y2, relationships in varying forms as well as terminal illness (A week with the Queen. Morris Gleitzman in Year 5), Refugees, immigration (Other Side of Truth Beverley Naidoo Y6) Orphans, child labour, the recruitment of children as criminals, and the presence of street children in Olivier Twist Year 2 and so many more across all of the year groups. We hold books days and weeks where themes have been female and male authors drawn from a study we undertook showing that boys were hesitant to read and unable to name authors, and so we wished to redress this. (We repeated this during our recent maths days,

where we have looked at female mathematicians, and mathematicians from around the world as part of the day.)

Art and music – celebration of art in many cultures, unique interpretations of the same event / input, and to value others' ideas and reflections, teamwork and listening skills. Through music, cultural and historical distinctiveness is learned about and celebrated.

Behaviour policy which teaches boundaries, recognises pupils fulfilling expectation, rewards those who go above and beyond, and support pupils to improve if they do not live up to the expectation. This is highly successful in our school and creates the bedrock of the work our pupils undertake.

Most importantly, this is all taught through and underlying belief of a desire to develop an understanding of **shared school values** (e.g. behavioural, moral and academic expectations), respecting each other and living within a school community as well as a wider community.