



Preparing Children for Life in Modern Britain



At Earley St. Peter's Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British 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 and, in particular, our RE, SMSC and PSHE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives. Our own school community is very diverse and our children have exposure to a wide range of cultures and regularly share experiences through everyday life and planned events. As a Church of England School, Christian values underpin our approaches and these help to shape a pupil's character and moral perspective which gives each pupil an excellent platform for embracing difference.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	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, PSHE and SMSC curriculum. 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.	Records of PSHE sessions and collective worship. RE curriculum, RE planning and pupils' RE books. Learning walks for behaviour and behaviour for learning school values (Key Code).	Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. 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.
Democracy	The children at Earley St. Peter's see democracy borne out of a variety of ways and see this as being an essential component of successful team working. Democracy is a school value that children meet with discussing respect and fairness.	The establishment of a new school council each year models the democratic process. RE planning and pupils' RE books. Learning walks for behaviour and behaviour for learning school values.	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 KS2 in particular are able to use the language of respect.
Rule of Law	The children in Earley St. Peter's 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. Children are used to debating and discussing rules/laws and their application. Children are familiar with the local police who visit to talk to them informally.	Class rules/school rules (Key Code). PSHE/Citizenship lessons on the role of law and parliament. School council meetings. Collective Worship. RE planning and pupils' RE books. Learning walks for behaviour and behaviour for learning.	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to those.
Individual Liberty	Our values based discussions and acts of worship begin with discussions 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. Children are strongly encouraged to develop independence in learning and to think for themselves.	Children are able to show independence in learning and to think for themselves.	Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.