

British Values at Saint Augustine Webster CVA

PROMOTING BRITISH VALUES

The Department for Education have said “Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important.” The DfE reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values.” The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014).

Schools are therefore required to actively promote and not undermine “British Values” The government has set out its definition of British Values as:

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

British Value	Statement	Evidence/teaching opportunities (What do we do in school to teach/promote value? Where might we find evidence?)	Impact
Democracy	Democratic values are an explicit part of the ethos in St Augustine Webster. Debate and discussion are regular activities across the curriculum. All adults listen to the views of pupils and value their opinions. Pupils have further opportunity to have their voices heard through our school council, pupil questionnaires and pupil interviews.	<ul style="list-style-type: none"> • School Parliament member elections • Eco Council elections • Involvement of pupils in the recruitment process • Pupil questionnaires • Pupil interviews • Taking time to listen to pupils respectfully and kindly, and explain to all the pupils why this is important • Providing opportunities for pupils to talk about things they are interested in or have done • Encouraging conversation with others and demonstrating appropriate conventions: turn-taking, waiting until someone else has finished, 	<ul style="list-style-type: none"> • Pupils understand the process of casting votes Pupils have a broad general knowledge of, and promote respect for public institutions and service. • Pupils have played a part in the recruitment of new teachers and head teacher • Pupils are consulted on many aspects of school life and demonstrate independence of thought and action • Pupils are given a ‘pupil voice’ and make a positive impact on the direction of the school • Pupils learn their own views are valued and to value the views of others



listening to others and using expressions such as “please”, “thank you” and “can I...?”

- Circle time and taking turns
- Voting for a story
- Providing collaborative activities e.g. parachute games, role-play
- Learning through choosing
- Child led work and play in EYFS
- The teaching of Ancient Greek Democracy
- Pupils filling out PE questionnaires on which After-School Clubs they would like to see take place in school
- Democracy week in PSHE
- Teaching and Learning Reviews

- Pupils can articulate their views using the language of respect ‘I agree with/I don’t agree with...’
- Pupils understand about the importance of accepting responsibility and of their right to be heard in school
- Pupils know that they will be listened to when they raise injustices
- Pupils demonstrate friendly behaviours and make good relationships with adults and peers
- Pupils can explain their own knowledge and ask questions of others
- Pupils are confident to speak to others about their own needs, interests and opinions
- Pupils take steps to resolve conflicts and find a compromise
- Pupils express themselves effectively, showing awareness of listeners’ needs
- Pupils feel safe and valued
- Pupils understand about taking turn
- Pupils can apply democracy to real life situations
- Pupils explore issues such as democracy in their historical context and relate them to the modern day, enabling pupils to understand how, overtime, changes happened and to evaluate their impact
- Within lessons, pupils have the opportunity to express their opinions and these are respected by others
- PE After-School clubs are developed from the pupils’ interest – attendance at After-School increased



			<ul style="list-style-type: none"> • Pupils understand that the country that we live in is a democracy where equality is valued, and what a democracy is • Pupils understand that democracy allows them to participate in decisions that affect their lives, and how to do this responsibly
<p>Rule of Law</p>	<p>The importance of laws and rules are consistently reinforced in the classroom, as well as school assemblies. The school council had input into Pupils are taught to understand the need for laws and rules – they are for individual protection, the responsibilities that this involves and the consequences of when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used</p>	<ul style="list-style-type: none"> • Introducing pupils to school rules using their good behaviour as positive examples • School rules are visible around school • Discussion around rules and why these are important in real life scenarios when issues arise • Creating rules on entry to school and considering how you want to be treated in class • During PE lessons and games, learning about respecting the rules of the game they are playing and are consistently applied • Involving pupils in agreeing codes of behaviour and taking responsibility for implementing them • Providing books with stories about characters that follow or break rules, and the effects of their behaviour on others • PCSO is invited into school to talk to pupils about issues surrounding the law • In Year 6, pupils take a Parliament virtual tour in PSHE to see how laws are made • In Year 5, pupils visit the Lifewise in Rotherham, an interactive safety centre which is home to the Joint Community Department of South Yorkshire Police and South Yorkshire Fire and Rescue • In Year 6, learning about fairness and justice for all in RE 	<ul style="list-style-type: none"> • Behaviour in and around school is at least good Pupils know the difference between right and wrong • Pupils are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these • Pupils are aware of the rules of different PE games and sports played within the School Community and can remind others of the rules if others forget • Pupils understand they are to follow the same rules as all the pupils in school • Pupils work as part of a group or class and understand and follow the rules • Pupils are aware of the boundaries set and behavioural expectations of school • Pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable • Pupils become increasingly aware of their place within the wider school community • Pupils understand how modern laws are made and why we have them



		<ul style="list-style-type: none"> • Learning about cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) in PSHE in Year 6 • Learning about links with law in Year 6 history: The Windrush Generation • Learning about rules that keep us safe when using equipment – a recognition of health and safety – keeping others safe, in DT 	<ul style="list-style-type: none"> • Pupils are able to discuss and debate topical issues in relation to these, e.g. In Year 6 pupils can argue for ‘Should there be censorship?’ • Pupils understand how to act as responsible citizens in society • Pupils understand why laws in this country may differ to other countries • Pupils follow the classroom rules, including rules for using and tidying equipment safely and correctly • Pupils can talk about reconciliation and forgiveness • Pupils can show acts of reconciliation and forgiveness • Pupils can apply their awareness of law to real life situations as they arise
<p>Individual liberty</p>	<p>Pupils are encouraged to be independent learners, constantly making choices with a safe supportive environment. The development of self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and taught how to use their rights to best effect. All pupils are encouraged to support charities which may be local, national or international. They are taught consideration for others through our Religious</p>	<ul style="list-style-type: none"> • Internet Safety Day • Road Safety Week • Anti-Bullying week • Healthy Eating week, linked to animals including humans science topic • CAFOD Donations • Enterprise project for Christmas Fayre • Encouraging pupils to take part in fund raising activities and see the impact this has made • Encouraging pupils to be independent learners in their everyday classroom activities where resources and activities can be self-chosen where possible • Promoting independent skills across all areas e.g. self-care and self-initiated learning • Learning through choosing: all activities 	<ul style="list-style-type: none"> • Pupils can independently make safe choices due to PSHE weeks • Attitudes to learning are at least good – Ofsted • Pupils know how to make informed choices about the food they eat/diet • Pupils have raised money for charities and can see the impact their fund raising has made • Pupil become independent through self-selected activities • Pupils develop a positive sense of themselves, freely choosing a broad range of activities • Pupils understand that they have rights and know what these rights are • Pupils understand that all humans have basic rights and that some practices go against human rights



	<p>Education curriculum and Circle time lessons. E Safety training enables them to make choices in a safe manner. Through our Catholic ethos and values, pupils are aware of how to treat people as individuals with dignity and compassion. We invest heavily in meeting the needs of all of our pupils, by creating equality of opportunity, by knowing and understanding the needs of all of the pupils.</p>	<p>available to all pupils, not restricted by gender stereotypes</p> <ul style="list-style-type: none"> • Learning about the Diversity of the World/Universal Church in RE • In Year 6, learning about fairness and justice for all in RE • Modern day slavery and FGM in PSHE in Y6 • Learning about the rights of pupils in PSHE • Learning about individual identity in PSHE • In PE lessons and during play, encouraging pupils to think about their next move independently and where they are going to pass/move etc. • Learning about recycling and sustainability in science and PSHE • Learning about health and wellbeing in PSHE • Learning how to look after themselves in PSHE • Learning about online friendships and staying safe online in PSHE • Learning how to respect themselves in PSHE • In DT, learning to make their own choices and develop reflective attitudes towards their decisions, all within a safe environment, recognising that making mistakes is acceptable • In Music, performing, composing and appraising melodies • Pupils having the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging pupils to support each other • Learning and understanding how ideas are developed through processes and build up resilience to getting things wrong and trying 	<ul style="list-style-type: none"> • Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings. • Pupils become independent in KS2 especially, and PE games become more free flowing, allowing more enjoyment and more time for physical activity • Pupils become fast thinkers and come to a decision during games quickly • Pupils know that physical exercise is beneficial and know how to make informed choices that impact both physical and mental health • Pupils recognise how their freedom to use the earth's resources has an impact on themselves and other people in the world • Pupils are confident in knowing how to say no to online requests and friendships that make them feel uncomfortable, and who to speak to • Pupils are able to express themselves through art and design • Pupils know that they can make independent and informed choices, within the parameters of the rules, when performing, improvising and composing music. • Pupils are self-confident and are ready for their next year group, or secondary ready when leaving Year 6. • By looking at the achievements of famous people, pupils develop an awareness of how they have influenced and shaped the country in
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		<p>again, making mistakes and suggesting improvements to improve their work</p> <ul style="list-style-type: none"> • In History, learning about the lives of significant individuals: David Attenborough, Mary Anning, Mary Seacole, Florence Nightingale, Norma Best, Sam King - people who have contributed to National and International achievements • Discussing successes and share achievements to develop a positive sense of self 	<p>which we live. This includes an appreciation of their work.</p> <ul style="list-style-type: none"> • Needs of all pupils are met • Pupils have an understanding of how individual liberty can be removed • Pupils are proud of their achievements and all areas of development to be valued not only academic learning
<p>Mutual Respect</p>	<p>Everything we do is based on Gospel values, with the important commandment being 'Love one another as I have loved you'. The ethos of the school aims to constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honesty and open communication with others and fair play.</p> <p>The Catholic ethos of the school promotes individual made in the image of God. Human dignity is central to this teaching. PSHE/Circle time discussions include discussion about the self, e.g. self – respect and self-worth</p>	<ul style="list-style-type: none"> • Lesson observations especially behaviour and pupil/pupil, pupil/teacher relationships • Collective Worship • School rules • Pupil surveys • Parent surveys • Remembrance Day Civic Service • Local World Peace Day Service • Restorative Practice • Teaching pupils to show respect for the environment and the resources within to ensure that all children can enjoy and learn together • Having discussions and activities such as social stories to discuss mutual respect and how our actions can impact others in real life situations • Planning small group games during choosing time, with adult support where needed to ensure each child is listened to • School Council • Eco Council 	<ul style="list-style-type: none"> • Pupils are able to work co-operatively and collaboratively in a range of groups and situations • Pupils can articulate why respect is important; how they show respect to others and how they feel about it for themselves • Pupils' behaviour demonstrates their good understanding of this value in action • Pupils support each other throughout school for instance older pupils help younger ones at lunchtime - Peacemakers • Pupils take a responsible role in the Remembrance Day Service and can articulate why we respect those who sacrifice their life for us in war • Pupils take a responsible role in the Peace Day Service and can articulate why tolerance and respect of different faiths and cultures is important for world peace



	<p>in relation to the individual value so that pupils see that they are important in their own right. Pupils are strongly encouraged to develop independence in learning and to think for themselves. Respect is a school value that is discussed deeply, including, self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p>	<ul style="list-style-type: none"> • Encouraging pupils to incorporate fair play with their team-mates and opposition • Helping pupils to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Ensuring that pupils learning English as an additional language have opportunities to express themselves in their home language • Inviting pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad • Learning about families and relationships in PSHE • Selecting class novels to reflect diverse main characters and authors • Understanding the impact of bullying and online bullying in PSHE • Learning about how we change and develop as we grow in SRE • Examining the effects of tourism and prosperity in the Lake District National Park, the Tatra Mountains in Poland and the Caribbean • Learning how the Water Cycle and rivers are essential to sustain human life and how this is not always equitable. Learning about physical effects such as hurricanes, earthquakes, volcano eruptions, etc. and how this impacts on sustaining life for some people, linking to 	<ul style="list-style-type: none"> • Pupils can explain the consequences when mutual respect is lost and apply this in real life situations • Pupils develop skills to communicate respectfully with their peers • Pupils listen to each other’s voices and discuss conflicting ideas • Pupils understand how to be respectful and encourage being truthful and fair in sports in and out of the School Community • Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings • Pupils understand that others may have different ideas and opinions to their own and those ideas are equally important to their own • Pupils know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family, communities and traditions • Pupils understand that we live in a diverse country where people live freely regardless of gender • identification or disability and that these are to be respected • Pupils know the consequences of hurtful behaviour and how we must be respectful • Pupils recognise and talk about how their feelings and bodies change as they grow; respecting their similarities and differences
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		<p>charitable work both within the local community and wider world, e.g., support for food banks, disaster relief.</p> <ul style="list-style-type: none"> • Learning about cause and effect, e.g. deforestation, climate change and learning how lack of respect for natural resources will impact on future lives. In fieldwork, gathering information to debate these issues. • In Music, performing, composing and appraising melodies • Learning French in KS2 	<ul style="list-style-type: none"> • Pupils know that choices, which are made by individuals and groups can have much greater consequences. • Pupils are able to express well-balanced opinions, rooted in geographical knowledge and understanding about current and contemporary issues in society and the environment. • Pupils are encouraged to respect everyone’s abilities and performances during lessons and give feedback sensitively. Pupils develop respect and greater understanding of differences • Pupils understand that they can express their views and listen to the views of others when appraising music. • Pupils respect other pupil’s views when they differ to their own • Pupils can connect with other cultures and build tolerance
<p>Tolerance of those with different Faiths and Beliefs</p>	<p>The St Augustine Webster curriculum aims to develop knowledge and understanding of the world.</p> <p>The RE and PSHE schemes of work provide opportunities for pupils to develop tolerance and empathy towards those from different faiths, beliefs and cultures.</p> <p>As a Catholic community, pupils are reminded of their place in a culturally diverse society.</p>	<ul style="list-style-type: none"> • Celebrating different faiths weeks in RE • Celebrating diversity week • Work assurance of RE books • Telling a range of stories to demonstrate the tolerance and respect for other faiths and beliefs • Providing role-play areas with a variety of resources reflecting diversity • Strengthening the positive impressions pupils have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events • Visiting different parts of the local community, including areas where some pupils may be very 	<ul style="list-style-type: none"> • Pupils 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 • Pupils can identify similarities and differences between different faiths • Pupils know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family, communities and traditions • Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just



knowledgeable, e.g. Chinese supermarket, local church etc.

- Making displays with the pupils, showing all the people who make up the community of the setting
- Sharing stories that reflect the diversity of pupils' experiences
- Inviting people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work
- Class novels chosen to reflect main characters and authors from a different faith
- Learning about the Diversity of the World/Universal Church in RE
- In History, learning about beliefs and cultures of ancient civilisations: the Mayans, the Ancient Greeks and the Ancient Egyptians
- In Music, listening, applying knowledge and understanding of music, and describing the different purposes of music in history and other cultures
- In Art, promoting tolerance and mutual respect by sharing different people's ideas that may be built on cultural diversity by exploring art in different cultures and religions: Rangoli patterns, Mayan art etc.
- Learning about the Windrush Generation in history
- During music lessons/assemblies pupils to be exposed to national anthems for different countries
- In Geography, learning how physical geographical features can determine culture; about the multi-cultural nature of UK and life in

in our opinions and treatment of fellow human beings.

- Pupils recognise that from the earliest people around the world to the present, beliefs and customs inform how people live
- Pupils understand that we live in a diverse country where people live freely regardless of race or religion and that these are to be respected
- Pupils understand what past societies have contributed to our culture today
- Pupils listen to and learn about the music of other faiths and cultures. Music learning stimulates pupils' curiosity about, and tolerance of, differing cultures/religions and their music, whilst also developing a growing awareness of identities, from personal to national to international.
- Pupils understand the complex ways in which communities and societies are linked, and appreciate the diversity of people's backgrounds.
- Pupils understand society better as appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities
- Pupils can explain how a loss of tolerance can lead to extreme action



Saint Augustine Webster

CATHOLIC VOLUNTARY ACADEMY



**St Thérèse
of Lisieux**

Catholic Multi Academy Trust

		modern Britain; how culture and physical features of environments shape lives; and about human effects on different populations	
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