



BRITISH VALUES

How does our school promote fundamental British Values?

- Democracy, the rule of law and individual liberty
- Mutual respect and tolerance of those with different faith and beliefs

How does our curriculum prepare our pupils for the opportunities, responsibilities and experiences of later life in modern Britain?

How do we promote the **strong spiritual, moral, social and cultural development** of our pupils to establish tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, ability and sexual orientations?

Curriculum:

Consistent and inclusive practice is driven by a high moral purpose by all who work in school; this underpins everything the school does.

Our mission statement and school rules explain our attitudes and expectations of conduct and behaviour to everyone in school. Staff are role models to our pupils and seek to practice fundamental British Values of mutual respect and tolerance in their daily work.

Spiritual, moral, social and cultural development (SMSC) is promoted throughout the day starting with the pupil's immediate needs and interests. Pupils are given opportunities to experience and practice democracy and acceptance of difference in many different ways and across all subjects.

Specific subjects include curriculum content to **promote British Values:**

- Democracy and the rule of law and individual liberty = the work of the school council, Citizenship, PSHE, RE and Collective Worship, Careers Guidance;
- Mutual respect and tolerance of those with different faith and beliefs = PSHE, RE and Collective Worship, Literacy/Communication;
- SMSC is promoted across all subjects and especially = RE, collective worship and reflection times, including assemblies, PSHE and Communication & Literacy;
- Multicultural weeks and RE days show children how people live elsewhere in the world and in other religions, and the equal validity of these.

Outcomes:

We measure our success of how well pupils achieve and are prepared for life in modern Britain in different ways:

- By what children can say about their views and experiences;
- The academic progress pupils are making in their learning throughout their time in school;
- Pupils' emotional, physical and social well-being
- Successful transitions between schools and stages
- Positive feedback from parents/carers through parent evenings, workshops, end of year report responses;
- Quality of relationships between and amongst staff and pupils.

Jeremy Johns, Lesley Cox, Gemma Halls June 2015

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Newton Flotman Church of England Primary School

