



St Margaret's C.E. Junior School



British Values Statement

The Department for Education states that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. The Government emphasises that schools are required to ensure that key ‘British Values’ are taught in all UK schools:

- Democracy – Respect for democracy and support for participation in the democratic process
- The rule of law – respect for the basis on which the law is made and applies in England
- Individual liberty - support and respect for the liberties of all within the law
- Mutual respect – respect for all
- Tolerance of those of different faiths and beliefs – tolerance of different faiths and religious and other beliefs



At St. Margaret's, we promote British values alongside our Christian values. This forms part of our holistic approach in which we link worship with PSHE and SMSC (spiritual, moral, social and cultural) work. We aim to create tolerant and responsible children who actively promote equality and respect for everyone. Weekly worship encompasses a wide range of themes, predominantly based on our Christian values and British values. We aim to embed these into the everyday life of the school, developing children with a positive outlook.

The curriculum is regularly reviewed to ensure that it promotes British values, including key events and figures in history. We celebrate and promote cultural diversity in many forms, including people, occasions and events.

Creating strong communities is highly important to us and promoting British and Christian values enables children to begin to understand their responsibilities and role within a range of communities. This will prepare our children for the future so they can become valued and positive members of society.

British Value	Statement	Evidence	Impact
<p>◆ Democracy</p>	<p>Our elected School Council gives children a ‘voice’ and the opportunity to contribute to school improvement during regular meetings. They are keen to make the school a welcoming environment and a better place to learn. They work to an agenda, with issues discussed and minutes taken. The council is able to genuinely effect change within the school and gives our children a better understanding of democracy. Our charities group is also elected by their peers, providing further opportunities to practise democracy and make a difference.</p>	<ul style="list-style-type: none"> • The establishment of new School Council Members each year models a democratic process • Elected charity group • Behaviour prefects • Learning Walks for Behaviour • School Core Values 	<p>Children are able to work cooperatively in pairs, groups and whole class situations. They understand the need to take turns and respect the views of others. Prefects help model excellent behaviour to their peers.</p>
<p>◆ Rule of Law</p>	<p>We promote the Rule of Law by having a clear, consistent behaviour policy which is applied throughout the school. Opportunities are provided for children to reflect about positive and negative behaviour through SMSC, PSHE and worship. Issues of law are addressed through whole school worship when appropriate e.g. respect for rules at school reflects law in a civilised society. We encourage visits from external agencies to talk to the children in school. Our reward system acknowledges good behaviour and academic achievement.</p>	<ul style="list-style-type: none"> • Core Christian Values • School Principles • Class Rules • Worship • RE/PSHE/SMSC lessons • Follow up lessons on the Rule of Law and Parliament • Rights & Responsibilities Code 	<p>Children are able to articulate how and why we need to behave in school and follow rules. Children know that they have rights but with those rights comes responsibility to apply rules and laws.</p>
<p>◆ Individual Liberty</p>	<p>Our Values based discussions in PSHE/SMSC and in acts of worship regularly involve discussions about the ‘self’ e.g. self-respect and self worth, enabling pupils to 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 to share evidence based views. Children are strongly encouraged to develop independence in learning and to think for themselves. The Rights and Responsibilities code promotes individual liberty to choose the right path of behaviour.</p>	<ul style="list-style-type: none"> • Children are independent learners with their own ideas • They make their own choices - homework tasks, joining clubs and personalised learning activities. • Encourages self-esteem and self-confidence in each other. 	<p>Children understand 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.</p>
<p>◆ Mutual Respect and Tolerance of those with different Faiths and Beliefs</p>	<p>Respect, Equality and Compassion form part of our core Christian values and underpin our school’s nurturing ethos and commitment to high standards in a system of values. Both staff and children demonstrate this on a daily basis and children learn that their behaviours have an effect on their own rights and those of others. Stereotypes are challenged through worship, PSHE/SMSC and the children (and adults) expect everyone, including visitors, to live out these values, showing respect at all times. We coach anyone who forgets to apply them in daily life.</p>	<ul style="list-style-type: none"> • Records of collective worship • RE curriculum, RE planning and workbooks • Worship • PSHE/SMSC sessions • Learning walks for behaviour and behaviour for learning 	<p>Children can articulate our core values, including why respect is important, how they show respect to others and how they feel about it for themselves. Children’s excellent standard of behaviour (see SIAMs report 2016).</p>