

## Promoting British Values

### *St. Paul's With St. Michael's Primary School*

Aim: The school is actively promoting fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The School has organised a Best of British Week in January to further explore these themes with our pupils and their families.

Value	Evidence of Implementation
Democracy	<ul style="list-style-type: none"> <li>• School Council Activities</li> <li>• Citizenship Teaching</li> <li>• Debate Mate</li> </ul>
Rule of Law	<ul style="list-style-type: none"> <li>• Class rules</li> <li>• Rewards and Sanctions</li> <li>• PSHE class contract</li> </ul>
Individual Liberty	As above mostly <ul style="list-style-type: none"> <li>• Mind Up</li> <li>• Monitors and Peer Mediation</li> <li>• Jobs in school</li> </ul>
Respect and tolerance of those with different faiths and beliefs.	<ul style="list-style-type: none"> <li>• Visits to different places of Worship</li> <li>• Assemblies</li> <li>• Class Acts of Worship</li> <li>• International Evening</li> </ul>
Prepares children for life in Modern Britain.	<ul style="list-style-type: none"> <li>• Work Week</li> <li>• Mind Up</li> <li>• Cycling</li> <li>• Into University</li> <li>• Sports Events</li> <li>• Mixed Ability Groups</li> <li>• Competitions</li> <li>• Recycling</li> <li>• French</li> <li>• School Travel Plan</li> </ul>

## **Quotes for RE and OFSTED inspection that can be used as evidence:**

### **RE Inspection Report:**

*Pupils confidently articulate respect and tolerance because their actions and attitudes constantly reflect the two core commandments of Jesus. They recognise the links between religious education (RE) and worship and the impact made on their own lives. Pupils are very aware of the religious and cultural diversity of their school and community but are adamant of respect for other faiths stating 'we are not racist, but all care for each other like the good Samaritan.'*

*Love, care and respect underpin relationships. High quality pastoral care is a strength of the school. Although there are few instances of falling out, pupils generally resolve conflicts themselves through walking away and calming down. The school council provides a pupil voice and opportunities for pupil involvement in developing the school facilities. Spiritual, moral, social and cultural development is another strength of the school, enhanced by curricular opportunities, the teaching of French, after school clubs and Black history month that includes an 'international evening' sharing ethnic food and costume. Pupils also recognise the need to help others less fortunate through supporting a number of charities*

*Worship is central to the life of the school in sharing and celebrating its Christian foundation while recognising the faith background of other members of the school.*

*Major festivals of other faiths are shared in discussion giving pupils opportunities to share their own faith. Children readily relate their learning in worship to their daily life and often use a Bible story to explain their actions.*

*Everyone is engaged in acts of worship regardless of background and the faith of adults and children is affirmed. For example, during a moving annual memorial service, children and adults lit memorial candles in a respectful silence. The love, care and respect for each other in school was evident in the shared emotional experience. This clearly illustrated the powerful impact and significance of faith and spiritual awareness in this school community.*

### **Ofsted Inspection Report:**

- *Attendance is above the national average, incidents of poor behaviour are rare, and there is a very strong climate for learning where no one is left behind.*
- *Staff work closely together and support each other well, so helping to ensure that the high ambitions for pupils' achievement are maintained.*
- *Pupils feel safe within this cohesive and friendly school, and they are cared for extremely well.*
- *Teaching effectively promotes pupils' spiritual, moral, social and cultural development. Their social development is supported particularly well as teachers encourage pupils to work together in different groups. For example, in mathematics, higher ability pupils are able to learn with their peers in older year groups.*
- *Pupils have extremely positive attitudes towards their learning. They respond well to consistent routines, and show their eagerness by their enthusiasm in question and answer sessions.*
- *The school makes every effort to ensure that the needs of all pupils are met. One pupil, who experienced difficulties in another school, is currently on a part-time timetable, and receives excellent one-to-one support. As a result, the school has been able to make an assessment of his needs and provide activities that help to engage him in learning. The school also supports him so he can learn at home when he is not in school. One pupil*

*said, 'The staff help us learn unique skills and push us above our ability so we can be clever.'*

- *Pupils say they feel safe, and parents and carers agree that the school provides an environment that helps to nurture and bring the best out of each child. Parents and carers agree with the views expressed by one member of staff, 'This is a small, safe community where adults and children respect each other. We do everything we can to improve the lives of the pupils in our care.'*
- *Pupils say that there is little evidence of bullying because all of them respect the school motto to 'treat people the way you like to be treated'. They understand what constitutes the different types of bullying. Pupil monitors and mediators, as well as the learning mentor, support each other and help to deal quickly with any minor problems. As a result, the care and respect the pupils have for each other are outstanding.*
- *Pupils have an excellent understanding of the safe use of electronic media such as computers and mobile phones, and know how best to deal with situations where these are misused.*
- *The breakfast and after-school clubs provide a safe and fun environment for pupils to play and learn together. As such, they contribute to an inclusive community where pupils say they feel as if they are part of a family where everyone cares for each other.*

*The school has worked hard to reduce lateness to school and regular absence. In partnership with parents and carers, attendance has improved and is above average. The headteacher and senior leaders provide strong leadership and model best practice. Staff are made to feel valued and supported. All staff are supportive of the school's aims, and work well together in teams. Responsibilities are shared and opportunities for teachers to teach in teams help them to learn from each other, and enable the school to gain an accurate picture of the quality of what is offered. This is reflected in the comment made by one member of staff, 'Our school is a happy one where children thrive in a safe and stimulating learning environment.'*

*Parents and carers are very happy with the school, and think the headteacher is doing a good job. They say that their children are happy and make good progress in their learning. The school is gaining in popularity within the local area, and it works well in partnership with the local church and community. Its commitment to each individual pupil ensures that no one is left behind, and provides a welcoming and inclusive community where everyone is treated equally. As one parent said, 'The school is an absolute secret gem. I have recommended it to hundreds of people. The teaching is amazing. The education is fantastic.' This view accurately reflects the positive views expressed by many parents and carers.*

*The topics and themes provide many opportunities for pupils to engage with a wide range of cultural and artistic experiences. As such, the curriculum makes an excellent contribution to their spiritual, moral, social and cultural development.*