

British Values Statement

'Let all that you do, be done in love' 1 Corinthians 16:14

At St Leonard's CE First School and Nursery we are committed to serving our community and the surrounding areas. We understand that our school has an important part to play in promoting key British values in a multi-cultural country. We aim to prepare our pupils to become good citizens of the future.

British values are embedded in the life of the school. They are actively promoted through spiritual, moral, social and cultural education and form a part of our distinctive Christian character. British and Christian values are regularly promoted through high quality teaching across the curriculum, within collective worship, and by a positive behaviour policy which allows pupils to develop and demonstrate skills and attributes that will allow them to contribute positively to life in Modern Britain. These values and attitudes are promoted and reinforced by all staff and used to provide a model of behaviour for all our pupils, in ways which are appropriate to our pupils' age and ability. The way in which the school community behaves and treats others is built upon a basis of respect, individual worth and Christian love while recognising and respecting that many of these guiding principles are present in other faiths and cultures.

At St Leonard's, we value the voice of the child and promote democratic processes such as our school council whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view. Children are given responsibility to lead other children in games, activities and times of prayer and worship so that they are fully involved in all aspects of school life.

Fundamental British Values

Democracy

Statement	Evidence	Impact
The children at St Leonard's CE First School and Nursery see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.	The establishment of a new School Council each year models the democratic process. House Captains are also nominated and voted in each year. Our pupils aspire to these roles and take them seriously.	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 school are able to use the language of respect.

Rule of law

Statement	Evidence	Impact
The children at St Leonard's CE First School and Nursery are familiar with this concept through the philosophy	Class rules are established together and all are held to account.	Children are able to articulate how and why we need to behave in school and demonstrate they

<p>that infuses the entire work of the school.</p> <p>They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles.</p> <p>Children are familiar with people in our community who help enforce law.</p>	<p>We have a clear, whole school behaviour system which our pupils can articulate.</p> <p>RE lessons evidence the teaching on different religions.</p> <p>Our children are pro-active in communicating concerns with trusted adults.</p>	<p>understand and can abide by these expectations.</p> <p>Children all know that they have rights but that with rights comes responsibility.</p> <p>They are increasingly able to discuss and debate philosophical issues in relation to these.</p>
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Individual liberty

Statement	Evidence	Impact
<p>Our children's views are valuable parts of any class or whole school discussions.</p> <p>The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Children are able to show independence in learning and to think for themselves.</p> <p>The actively ask questions during lessons.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school.</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>

Mutual respect and tolerance of those with different faiths and beliefs

Statement	Evidence	Impact
<p>Respect is a fundamental school value, around which pivots much of the work of the school.</p> <p>We pay explicit attention to this as part of our RE, PHSE, and RSE curriculum.</p> <p>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>	<p>Records of Collective Worship, RE curriculum and books. PSHE and RSE floor books.</p> <p>EYFS Knowledge and Understanding of the World planning and outcomes.</p> <p>Discussions with our pupils evidence their understanding of difference.</p>	<p>Children can articulate that respect is a school value and 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.</p> <p>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.</p>