

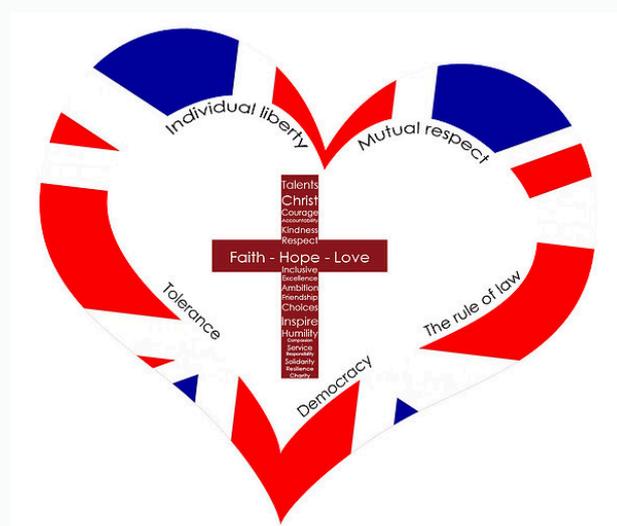


Promoting British Values

In 2011, the Government categorised the core British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. At St Paul's we promote these values through our vision statement, creative curriculum, enrichment activities and through our own school Christian values (Family, Hope, Perseverance, Belief, Love and Respect).

Our Vision: *'Learning and growing together!'*

The Social, Spiritual, Moral and Cultural Development of pupils is important to us and one way in which we foster this is by promoting our Christian Values alongside our British Values. In addition, our Collective Worship is based around a different Christian Value every half term and this too forms an important focus in the daily life of our school.



British Values	Links to our Christian Values	How we promote this at St Paul's CE Primary School
<p>Democracy</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<p>Family and Respect- we believe in fairness; we know everyone in our school is important and has the right to be treated equally. Galatians 3:28 "You are all one in Jesus Christ." Mark 5:36 Jesus said, "Do not fear, only believe." Joshua 1:9 "Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go."</p>	<ul style="list-style-type: none"> * Our behavioural management system (Good to be Green) encourages children to create rules for conduct and learning, which permit discussion and agreement between all stakeholders, before committing them to practice. * Children have an opportunity to be considered for election onto the school council and Worship council and be an active participant in decisions made in the school, as well as developing life skills such as public speaking, teamwork and negotiation. Children represent others' views, as well as their own in meetings and use "majority rulings". * Children in Year 5 and 6 are also included in school development through their role as Play leaders, Prefects and Reading Ambassadors to help personal development in all children and promote health and fitness in school. * Children are encouraged to stand up for their beliefs, express their opinions clearly but at the same time respecting the right to disagree. We find opportunities to do this in PSHE, circle time, Collective Worship, in English and Topic lessons, where moral dilemmas and situations may be debated and considered. * Each week, our children nominate others who have

		<p>demonstrated one of our school values. The whole class then votes on who should be awarded a certificate.</p> <p>* Children are regularly involved in local competitions run by different members of our local community. This includes Dappa Dance.</p>
<p>The rule of the law</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>Belief and Perseverance- it isn't always easy to stand up for what is right e.g Daniel in the Lions' Den</p> <p>Love and Respect- as Christians, we seek forgiveness for what we have done and forgive those who are sorry for what they have done.</p> <p>Jesus teaches us that forgiveness is endless.</p> <p>Lord's Prayer.</p> <p>Matthew 6:14-15: "For if you forgive others their trespasses, your heavenly Father will also forgive you, but if you do not forgive others their trespasses, neither will your Father forgive your trespasses."</p> <p>Ephesians 4:32 "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."</p>	<p>* At the start of every school year, children are reintroduced to our 'Golden Rules,' a set of mutually agreed rules for conduct and learning behaviours, which they agree to adhere to. We have also negotiated various reward and sanction systems within our behavioural management policy, that are applied consistently. Where appropriate, we would seek to use "restorative justice", for misdemeanours, such as writing letters of apology. This helps encourage the concept of atonement. We may also talk through the situation in a structured way, to help children to understand antecedents and consequences.</p> <p>* Children are taught discrete lessons about the structure of British Parliament. Our school is also the local polling station during elections.</p> <p>* During school/ Worship council elections, classes hold an election, where they read manifestos and make decisions about who to vote for.</p>
<p>Individual Liberty</p> <p>UN CRC Article 31: All children have the right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Love and Respect - we respect others from all cultures and religions. We learn about others to allow our respect to grow. We listen and learn from others.</p> <p>2 Timothy 1:7 "For God gave us a spirit not of fear but of power and love and self- control."</p> <p>Forgiveness - The fall - story of creation shows us that at times we all do things that we know to be wrong and these can impinge on the rights of others.</p>	<p>* Children are taught about rights and specifically taught about the UN Bill of Human Rights, through the text "We are All Born Free".</p> <p>* Lessons about rights are tackled in history/PSHE, when discussing how in the past, people's rights have not been respected, such as in times of slavery and war.</p> <p>* In RE, collective worship and Topic/English work about biographies, we study and discuss examples of individuals who have stood up for their beliefs and shown great faith and courage in times of adversity and struggle (such as Martin Luther King, Malala Yousafzai and Nelson Mandela...)</p> <p>* Collective worship/PSHE based circle times emphasise children's personal responsibility to make particular choices and decisions, even though some of these choices may not be the right ones.</p>
<p>Mutual Respect</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<p>Respect - Our interactions at school... we aim to follow the teachings of Matthew 7:12 "So in everything, do to others what you would have them do to you."</p> <p>Safety - we trust God and each other and know we help to keep ourselves and each other safe.</p>	<p>* Our behavioural management systems, encourage children to adhere to the 'Golden Rules' for conduct and learning, which permit discussion and agreement between all stakeholders before committing them to practice.</p> <p>* Children are taught how to negotiate and respect the views of peers.</p> <p>* All staff reflect the quality of mutual respect through their interactions with each other, parents and children.</p>

<p>Tolerance of those of different faiths and beliefs</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<p>Love, Belief and Respect Mark 12:31 The second is this: "You shall love your neighbour as yourself.' There is no other commandment greater than these." 1 Corinthians 13:13 "So now faith, hope, and love abide, these three; but the greatest of these is love." 1 John 4:19 "We love because he first loved us." Matthew 21:22 "And whatever you ask in prayer, you will receive, if you have faith." Ephesians 4:32 "Be kind to one another, tender-hearted, forgiving one another, as God</p>	<p>*We offer a broad and balanced curriculum that has a Local and national dimension. * We follow the Lichfield Diocesan Syllabus for Religious Education that includes a significant multi-faith element. * We work to ensure that our resources do not promote stereotypes and celebrate diversity. * We invite other members of other faith groups in to our school, watch educational films and talk to children which help challenge any negative stereotypes. * Our acts of worship schedule, includes reference to significant holy days of other faith and how there are common values shared between all faith groups.</p>
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