

**St. Michael's CE Primary School
Sydenham**



Value Education

British Values

SMSC

VALUES EDUCATION

We believe that values education has a crucial role in education. We believe that if the values education underpins everything we do, then it will not only enhance the quality of teaching and learning, but will support the children to make a positive contribution to the development of a fair, just and civil society.

The school has chosen to adopt six key values, which we actively teach and promote - respect, trust, love, hope, joy and peace and these are permeated through the school life by:

- staff and governors modeling the values through their own behaviour;
- the school actively encouraging parents to promote the value (through e.g. newsletters);
- the discreet teaching of the meaning of the value during RE lessons and Collective Worship and;
- the effective use of the Restorative Justice approach to ensure children have time to reflect about choices they have made and the consequences of their actions.

BRITISH VALUES

The DfE has reinforced the 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.”***

Democracy

What we teach: Britain is a democracy – this means that the people in Britain vote for the people who make the laws and decide how the country is run. If we didn't have a democracy, just one person might be able to make all the laws and that would not be fair. We encourage respect for democracy and support in the democratic processes, including respect for the law in England.

Children are taught to understand how citizens can influence decision-making through the democratic process. The concept of freedom of speech and the rights and responsibilities this entails.

Democracy @ St Michael's: School council and pupil voice

Members of the School Council are voted for by their class mates. Through the school council and pupil interviews children have many opportunities for their voices to be heard. Children also have an annual questionnaire in which they are able to put forward their views about the school. The children's views and opinions feed into the school's action plan.

The Rule of Law

What we teach: In Britain we have a police force who make sure people do not do the wrong thing and break the law – this means that we are safe. Respect the basis on which the law is made and applied.

Support for equality of opportunity for all. Enable students to distinguish right from wrong and to respect the civil and criminal law of England. Enable students to gain a broad general knowledge for public institutions and services in England. How the law protects individual citizens and is essential for their wellbeing and safety

The Rule of Law @ St Michael's: School rule of respect and Restorative Justice approach

- Ethos supporting children to make the 'right' choices consistently reinforced throughout regular school days.
- Our one school rule is 'respect' and through our value education and restorative justice approach the children are taught the reasons behind laws -that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Children are encouraged to demonstrate positive behaviour and attitude to learning by the school promoting a growth mindset, rewarding positive behaviour and celebrating what they are doing well.
- The school has a good partnership with the local police and there have been occasions to bring in police to point out how a particular behaviour could be viewed by the law. We also encourage visits from and to police, fire brigade, medical centres and visits to museums in London

Individual Liberty

What we teach: In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things. Liberty does not extend to the point of infringing on someone else's freedoms or putting their life at risk. The freedom to choose and hold other faiths and beliefs is protected in law.

Individual Liberty @ St Michael's : Making choices safely

By providing safe boundaries we want children to know, understand and exercise their rights and personal freedoms and therefore we give them many opportunities to make choices safely. Some examples of choices are - exercising safe choices when using computers; voting for a school council representative, choosing challenging but appropriate books to read in the reading for pleasure time; having the freedom to sign up to the extra-curricular clubs that they would like to participate in. Encourage students to accept responsibility for their behaviour, show initiative, and understand their rights. Develop a strong anti-bullying culture

Mutual Respect and Tolerance of those of different Faiths and Beliefs

What we teach: In Britain we respect that other people might have different beliefs than ours and they may follow different religions. Even if it does not match our own beliefs, we show respect for other peoples' thoughts and feelings and we can expect other people to show us respect. We also actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

We teach children to accept responsibility for their behaviour, show initiative, and show how they can contribute positively to the lives of others in the local community and society more widely

Mutual respect @ St Michael's: Value education; Collective worship; RE; International day

Our school ethos is underpinned by our core Christian values, and these values determine how we live as a community at St Michael's School. Mutual respect is at the heart of our ethos, where we have one school rule respect. Collective Worship and RE lessons are valued opportunities to explore the meaning of our core values Respect, Trust, Love, Hope, Joy and Peace. It is also central to a positive promotion of different beliefs.

Our Restorative Justice Approach helps children to understand that their behaviour has consequences and that it affects them as well as others.

At St Michael's we are fully committed to the children's spiritual, moral, social and cultural development

Spiritual development – As a Church of England school we pride ourselves with nurturing the children's spiritual development. We encourage children to think about the meaning of life, why we as humans are here, how we treat others and ourselves, what we value, and other important concerns. We also know the answers to these questions should evolve as children mature.

Most of the people I know who have what I want—which is to say, purpose, heart, balance, gratitude, joy—are people with a deep sense of spirituality. . . . They follow a brighter light than the glimmer of their own candle; they are part of something beautiful. (—Author Ann Lamott)

Moral development – with our value education we enable pupils to build a framework of moral values, which regulate their personal behaviour. It ultimately leads to integrity – doing the right thing even when no-one is watching

Social development – Social development involves learning the values, knowledge and skills that enable our children to relate to others effectively and making a positive contribution to our school

community. These values are taught explicitly by our committed staff sharing our vision of children to flourish. Children also learn it indirectly through social relationships within their friends and family and through participation in the culture around them.

Cultural development – Children’s connection to their culture develops through their experiences. In particular, warm and secure emotional connections with the adults who care for them help children connect with their cultural identity. Having a strong sense of their own cultural history and the traditions associated with it helps children build a positive cultural identity for themselves. Respect for diversity is related to people’s sense of belonging. When diversity is valued and respected people are more likely to develop a sense of belonging to their community and social connections to others.