

At Robert Peel Primary School we nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. All curriculum areas provide a vehicle for furthering understanding of these concepts. In particular, our RE, SMSC, PSHE and Citizenship lessons provide excellent opportunities to deepen, develop, understand and actively promote their application to their own lives. Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Robert Peel is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

The school, as a 'Community School', accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its Governing Body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values as being:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The school does, through a wide range of activities, secure such standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children. The list below outlines samples of when and where such British Values are shared. The list is not exhaustive, and represents only some of what we do.



| British Value | Statement | Evidence | Impact |
|--|--|--|--|
| <p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p> | <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, SMSC and Science curriculum.</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups the world and its people and the environment.</p> | <p>PSHE Sessions / Collective Worship</p> <p>RE/Science curriculum, planning and workbooks</p> <p>Assemblies</p> <p>Learning Walks for behaviour and Learning Behaviours</p> | <p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>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> |
| <p>Democracy</p> | <p>The children at Robert Peel see democracy borne out in the everyday running of our school and see this as being an essential component of successful team working.</p> <p>Democracy is a school value that children meet when discussing respect and fairness.</p> | <p>The establishment of a new School Council each year models the democratic process with the process of the election and then subsequent class councils reporting to school council.</p> <p>RE planning and work books</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>Play Leaders, Head Boy/Girl, Prefects, Eco – Council, Sports & House Captain roles are evidence of democracy.</p> <p>Examples evident in PSHE and Curriculum planning.</p> | <p>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.</p> <p>Children in KS2 in particular are able to use the language of respect.</p> <p>Playtimes reflect the respect we have for each other in our school.</p> |
| <p>Rule of Law</p> | <p>The children at Robert Peel are familiar with this concept through the philosophy that infuses the entire work of the school. 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>The importance of Laws, whether they be those that govern the class, the school, or the country, is consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.</p> | <p>Golden Rules, Learning Behaviours, School Values PSHE/Citizenship lessons on the role of law and parliament, School Council meetings, Collective Worship.</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and behaviour for learning.</p> | <p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these rules.</p> <p>They are able to discuss and debate philosophical issues in relation to these.</p> |



| British Value | Statement | Evidence | Impact |
|--------------------|--|---|--|
| Rule of Law | <p>All the school adheres to Our Golden Rules and children are aware that these are the rules and law of the school which every member of the school has to follow. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service etc. are parts of our calendar and help reinforce this message. We have a clearly structured Promoting Positive Behaviour policy which all stakeholders understand and follow and we regularly review behaviour incidents in school and share these with key stakeholders. In addition, assemblies are delivered with a focus on the school's values and links to our Golden Rules.</p> | | |
| Individual Liberty | <p>Our Learning Behaviours and Values based discussions and acts of worship begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that children 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 evidence based views.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves.</p> <p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through</p> | <p>Children are able to show independence in learning and to think for themselves.</p> <ul style="list-style-type: none"> • School Council • Sports & House Captains • Head Boy/Girl • Prefects • Class Councils • Charity • Sports Representation | <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> |



| British Value | Statement | Evidence | Impact |
|--------------------|--|----------|--------|
| Individual Liberty | our provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE (Personal, Social and Health Education) lessons. Whether it be through choice of challenge of how they work, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. | | |