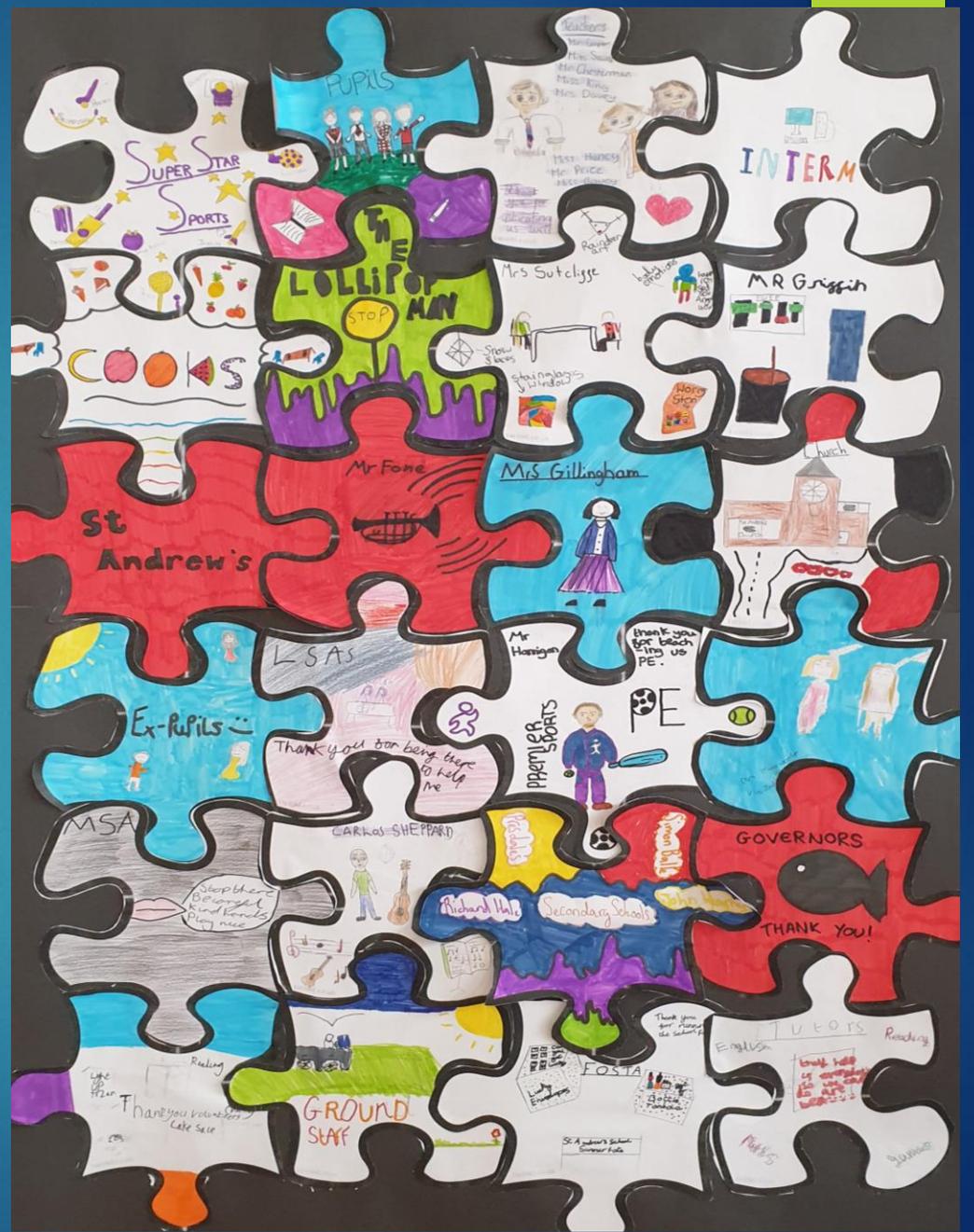


# British Values in Action





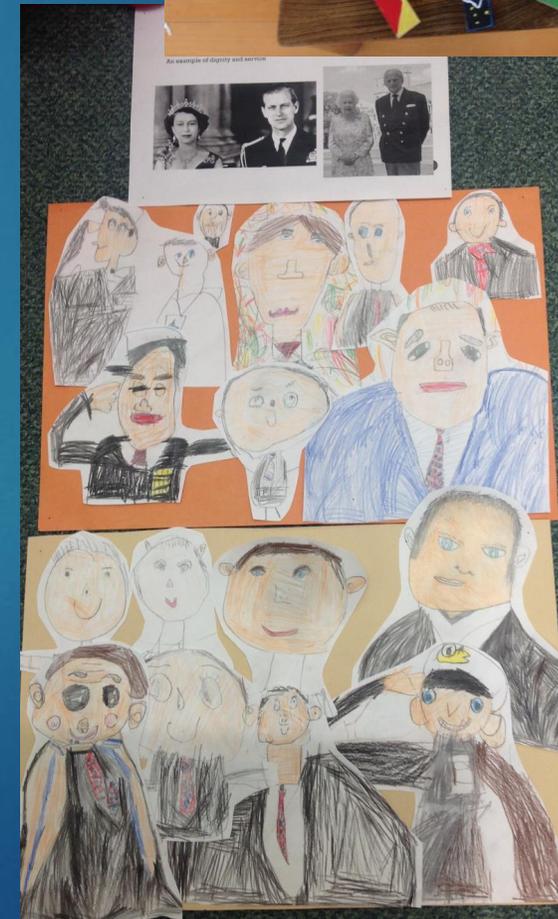
# Democracy



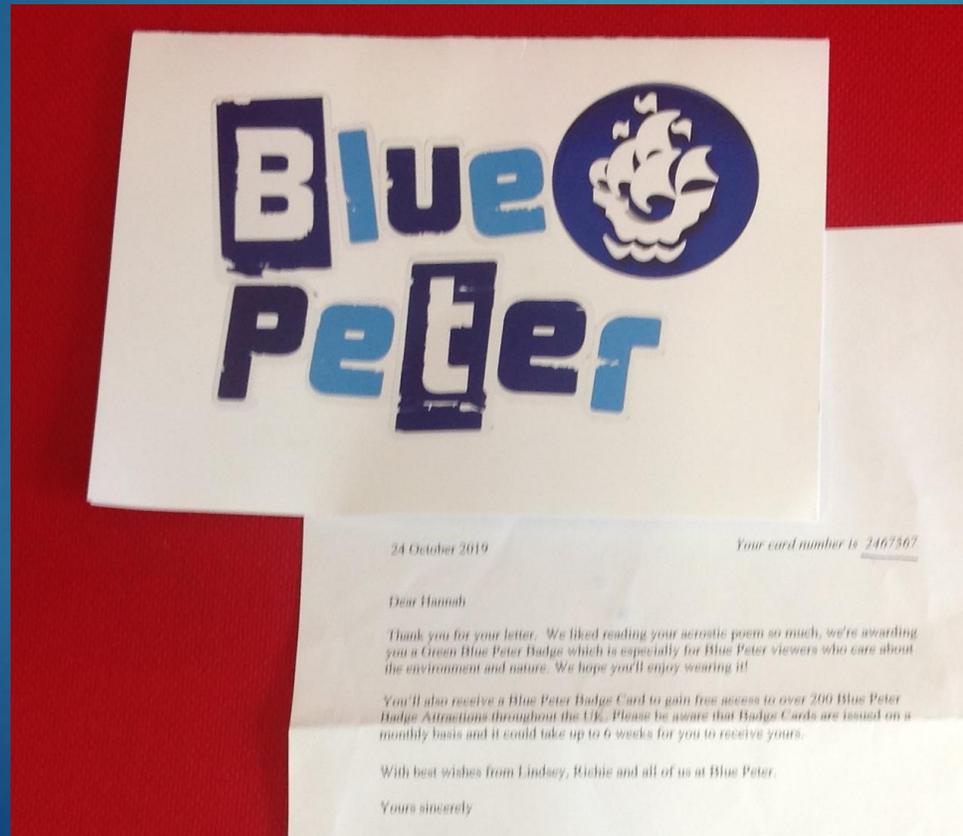
# Democracy in Action

Every child has a voice that is listened to through;

- Offering their opinions within the forums of Class and School House Meeting discussions, via the mouthpieces of their Year 6 Leadership team, which includes School Captains, House Captains, Spiritual leads, Eco leads, Sport Ambassadors and Librarians
- Year 6 Worship Leaders and the Faith factory lead Collective Worship and children of all ages independently lead prayer.
- Young Leaders (Year 6) are trained to lead the organisation of playground games and to look after equipment.
- All children, led by the Eco Warriors and Y6 Eco leads look after our school environment. They canvas opinion and instigate action on such issues as sustainability, recycling and respecting the environment.
- The children independently complete an annual Pupil Questionnaire and, after responses have been analysed, those expressing common concerns meet with the Headteacher to find ways of addressing these and of finding appropriate solutions.
- Pupil voice is frequently collected about curriculum and wider school issues and acted upon.
- Teamwork is modelled by staff and constantly and consistently encouraged in the children. Every member is of equal importance, whatever their contribution; every voice is heard; and every opinion valued, even when it is not agreed with!
- Our Behaviour Policy proactively rewards considerate action – whether in class, on the playground or around the school. ‘House Points’ can be awarded by any member of the school family, including – on occasions - the children themselves.
- We endeavour to instil in every child the knowledge that however small they are, they have the ability to make a difference – and they DO.
- Issues of democracy in the world beyond school are focused upon in an age-appropriate manner and parallels are drawn with life in school



Courageous advocacy – our children regularly engage with issues in the wider world, asking questions and wishing to change things for the better.



HOUSE OF COMMONS  
LONDON SW1A 0AA

10 January 2020

Dear Bobby, Carter, Hannah, Jaycie-Lee, Lyla, Poppy & Ronnie

Thank you for your letters which arrived in my office during the holidays. I have carefully read your beautifully written letters and can appreciate your concerns. I too, share your concerns.

We can be in no doubt that plastic is wreaking havoc on our marine environment, killing dolphins, choking turtles and degrading our more precious habitats. It is absolutely vital we act now to tackle this threat and curb the millions of plastic bottles a date that go unrecycled.

The Department for Environment, Food and Rural Affairs, is developing plans for a deposit return scheme in England for single use drink containers. These schemes see consumers pay an up-front deposit that is redeemed on return of the empty drink container.

A consultation looked at the details of how such a scheme would work, alongside other measures to incentivise producers to take greater responsibility for the environmental impacts of their products and to increase the amount of packaging they recycle. The Government will now consider analysis from the consultation, as well as evidence from commissioned research projects.

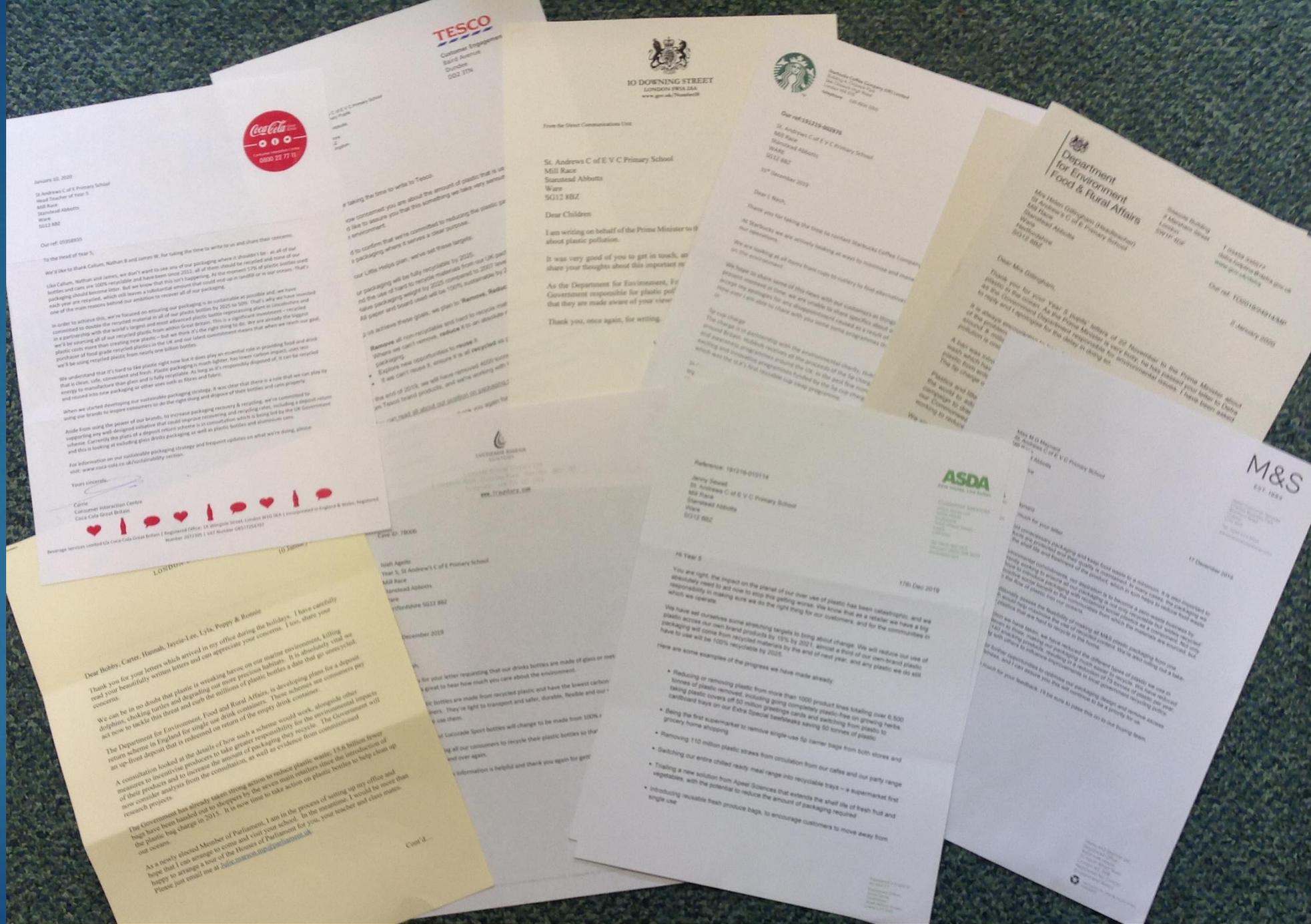
The Government has already taken strong action to reduce plastic waste; 15.6 billion fewer bags have been handed out to shoppers by the seven main retailers since the introduction of the plastic bag charge in 2015. It is now time to take action on plastic bottles to help clean up our oceans.

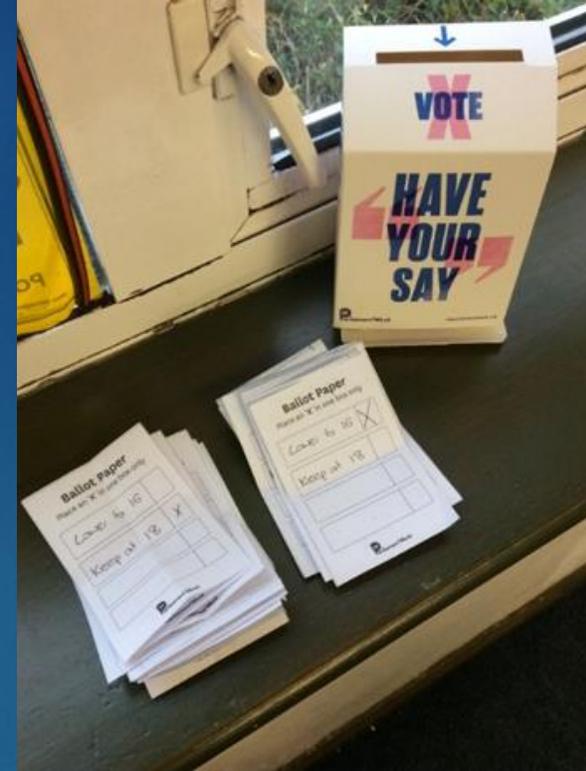
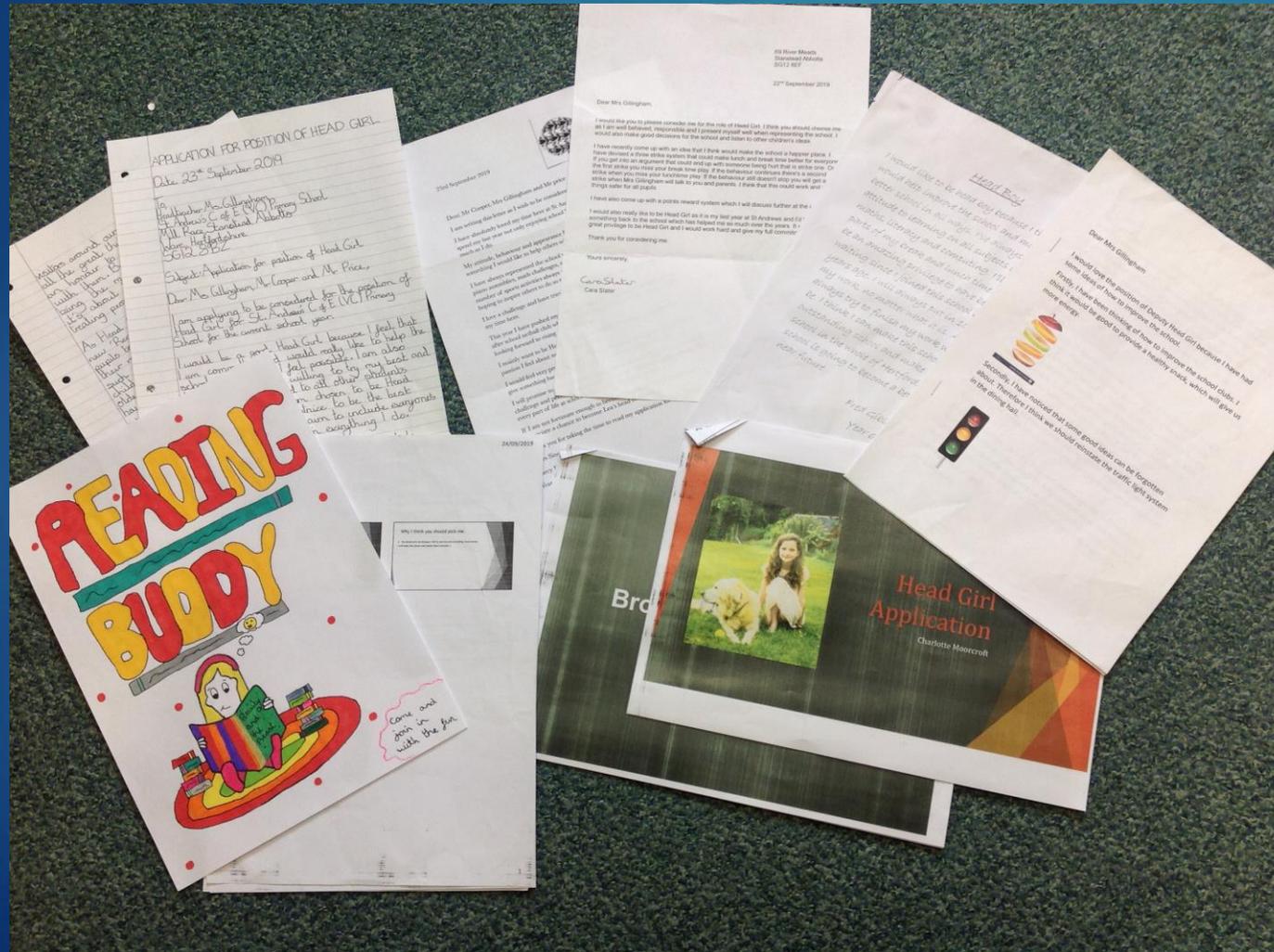
As a newly elected Member of Parliament, I am in the process of setting up my office and hope that I can arrange to come and visit your school. In the meantime, I would be more than happy to arrange a tour of the Houses of Parliament for you, your teacher and class mates. Please just email me at [Julie.marson.mp@parliament.uk](mailto:Julie.marson.mp@parliament.uk).

Cont'd...

Year 5 wrote letters to various companies and Government departments, asking them about their policy towards plastic pollution.

They received some detailed responses about actions being taken.





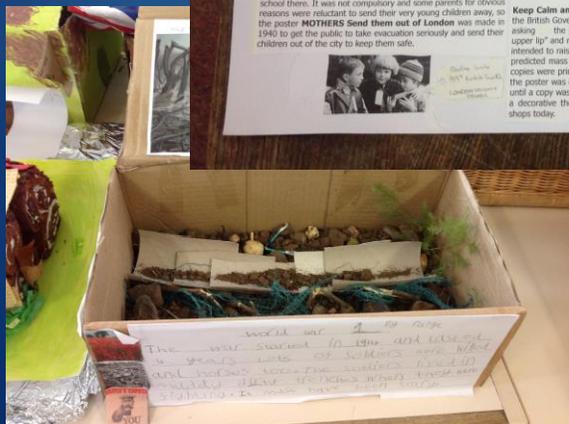
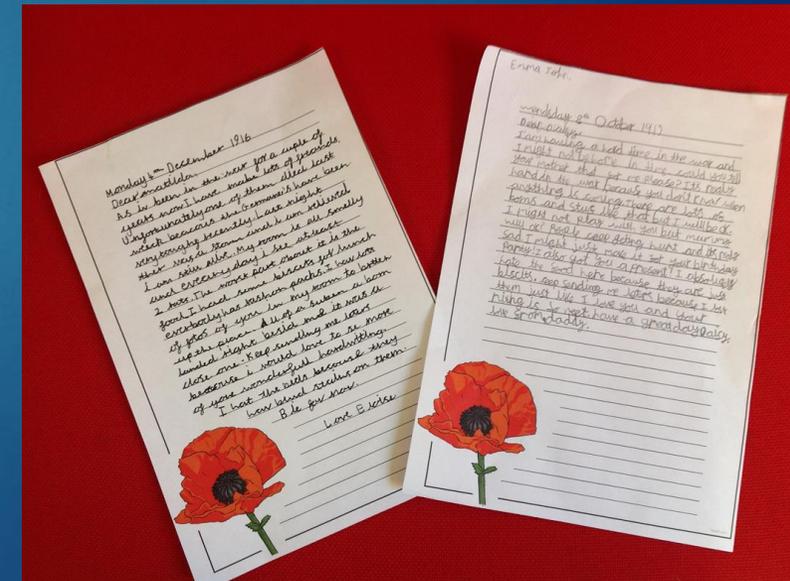
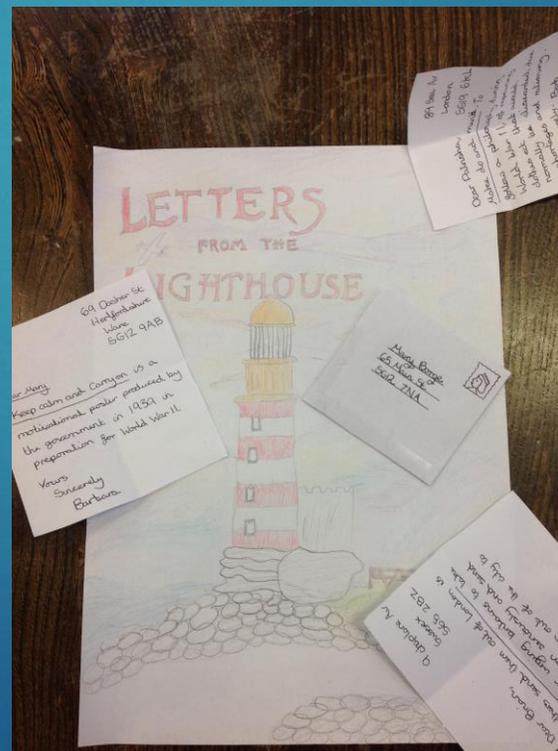
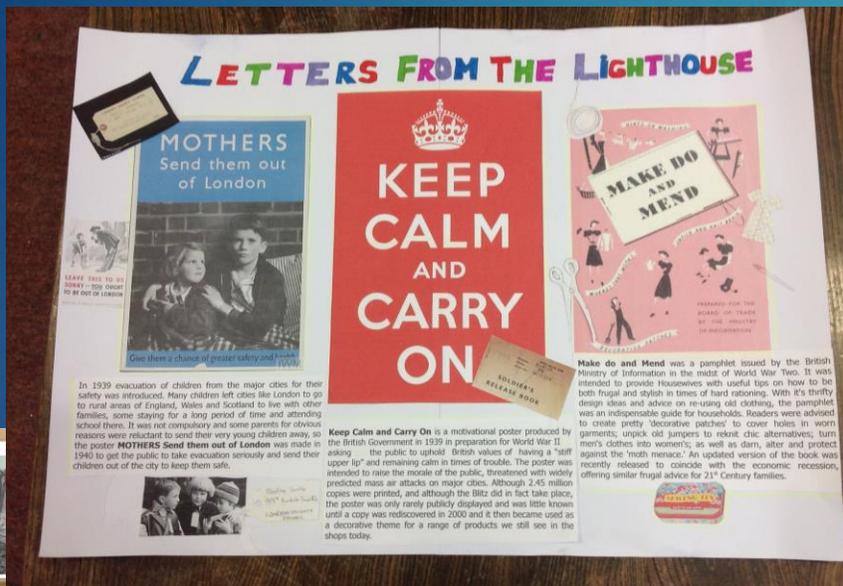
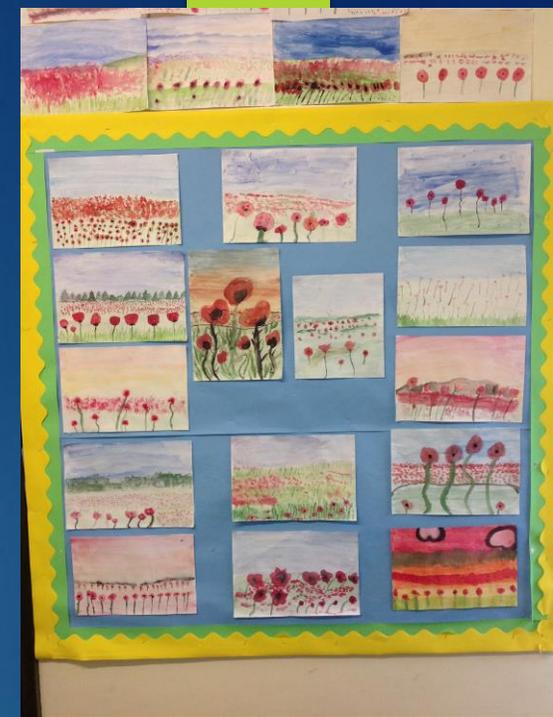
Our children always have strong ideas about how our school can be improved.

Y6 children apply for leadership roles and their subsequent actions have a major impact on the school.

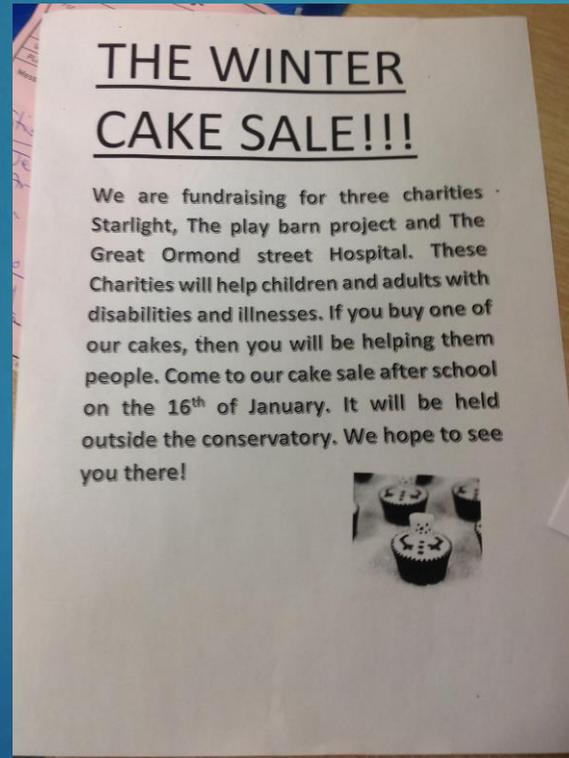
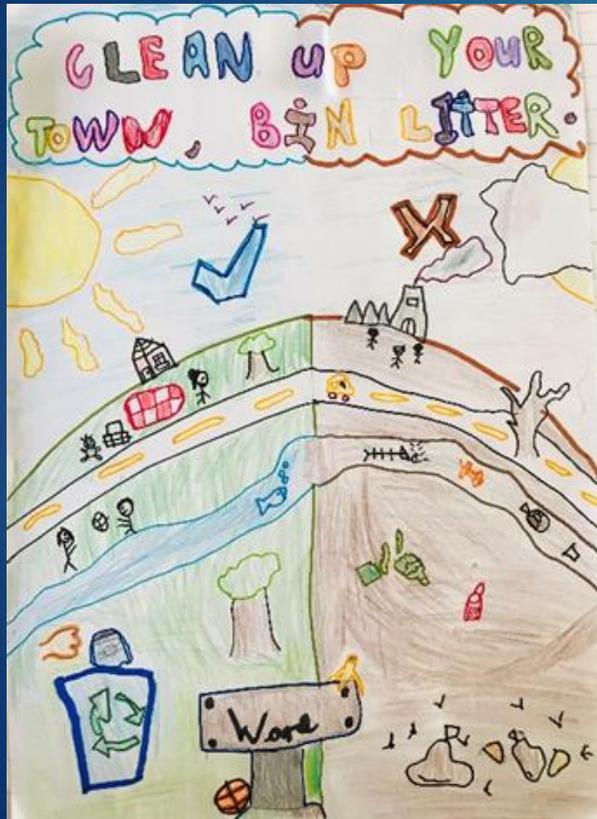
Our curriculum offers regular learning opportunities about democracy and the way that our country has developed.

For example each year we consider the World Wars and the sacrifices made to help protect our Democracy through:

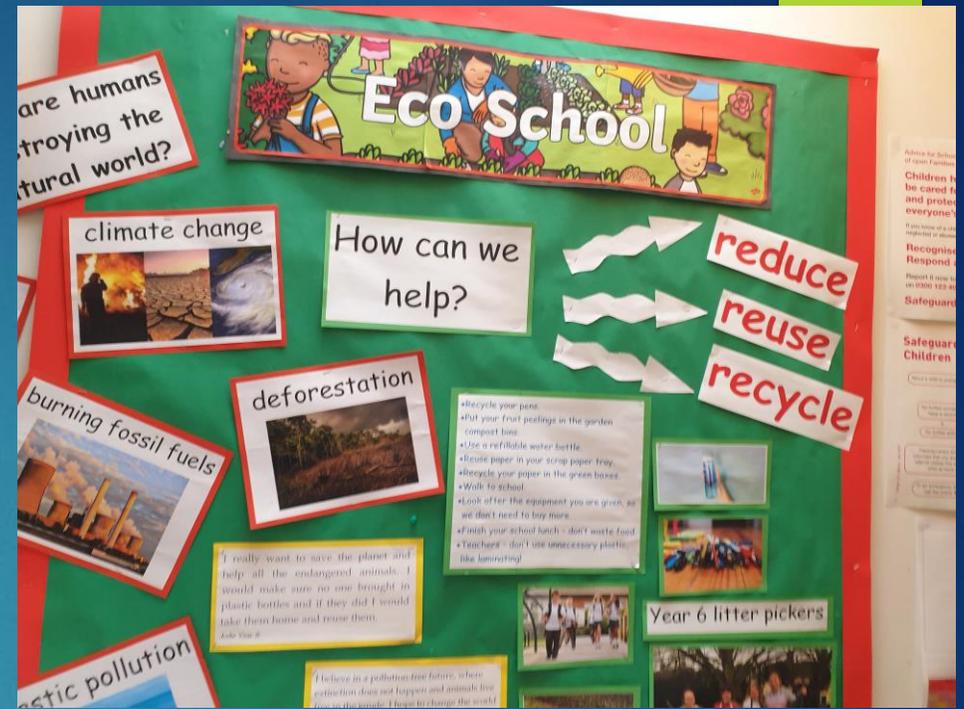
- our annual, whole school Remembrance week.
- Year 2 History topic WW1
- Year 6 WW2 History topic



- ▶ Our children often lead charity initiatives, which are close to their hearts.
- ▶ Our children know that their actions can make a difference!



We are working towards our Eco School Award, as we feel strongly about taking care of our world and God's creation.



# Mutual Respect in Action

- Respect underpins every aspect of our classroom and school rules, as well as our Behaviour policy.
- Mutual respect is one of the core Christian values that underpin every aspect of life in our school.
- There are three main statements which underpin all expectations in school – is it respectful? Is it safe? Are you ready to learn?
- All staff treat each other and the children in our care with respect. Raised voices are very rarely heard.
- We endeavour to respect and value one another's person, property and opinions - even and especially when it is different to our own.



Our school vision has at its very heart – that we want our children to “learn to love” – to become good citizens and be **the very best that they can be** at all times.



# Compassion



C is for Concernment for other people. I is for interested in others.

O is for obeying your teachers and friends. O is for opening up.

M is for making a difference. N is for noticing in need.

P is for pleasing other people, and putting other people first.

A is for asking for help.



S is for self control.

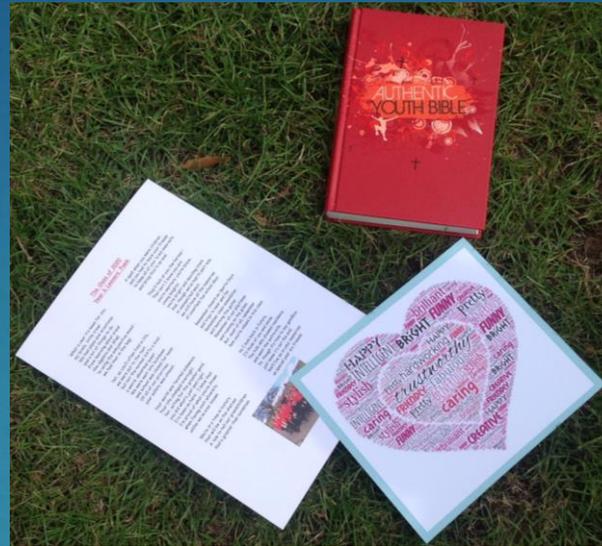
S is for stopping for other people.



- ▶ Our Christian values help us to regularly explore and develop our understanding of how we can become good citizens and show mutual respect and care to all. We look at a new value every half term.
- ▶ Our values link to our expectation that we treat everyone with love, kindness and mutual respect.



Our Y6 children are presented, at the end of their time at St Andrew's with a Bible and awards celebrating their gifts and achievements.



Thank you cards and flowers for all of our helpers throughout the year showing that we appreciate all that they do.

We celebrate our children's own family history and make the link with important world and British events



children were evacuated from predicted danger zones to safer ones.  
I dressed up as a WWI evacuee

Soldiers sleep there days in benches they took it in turns to sit on the front line.

At Christmas the some German and British soldiers agreed to stop fighting and played football together.

World war 1  
1914-1918

a WWI tank

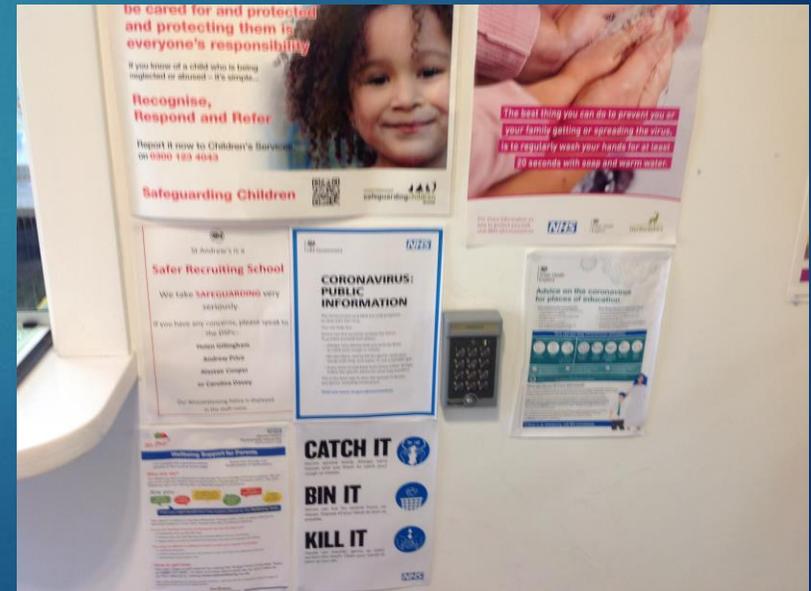
a soldier

children were tagged  
government evacuation scheme  
name: Jack  
age: 7-9  
address: 22 High St  
town: St. Andrews  
like parcels and sent away

# Rule of Law in Action

## Rule of Law:

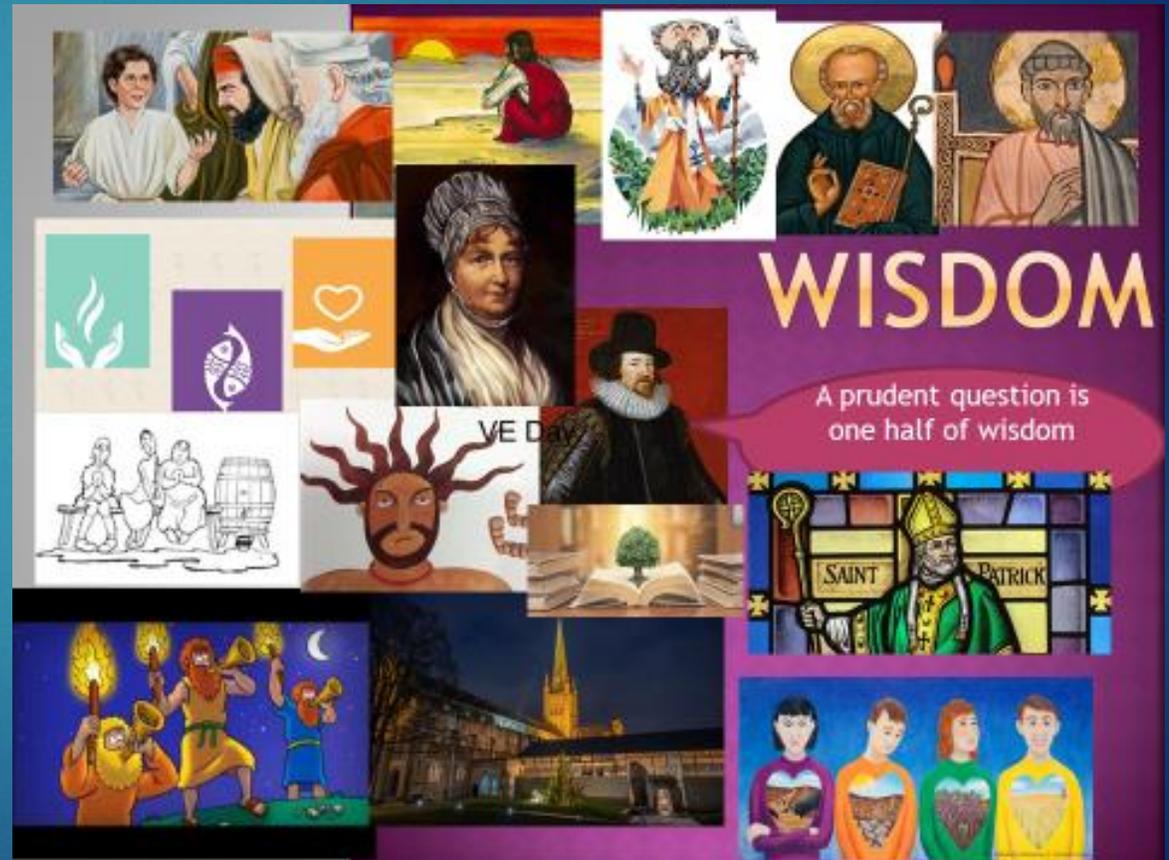
- In school our rules are very simple and centre upon the Christian values of love and forgiveness
- The values, importance and reasons behind laws, as well as the ways in which they govern and protect us, are made apparent.
- Each class democratically agrees their class rules.
- Age-appropriate versions of our Home/School Agreement are presented and discussed on entry to each Key Stage, before being signed by the Chair of Governors, Headteacher, Parent and Child. These are reflected upon each year.
- Visits from people in authority reinforce the need for rules e.g. magistrate, PCSO, School Nurse and School Governors.





We celebrate and mark significant historical events. Here we were celebrating VE Day

Children and staff led collective worships exploring the lives of significant British Saints.

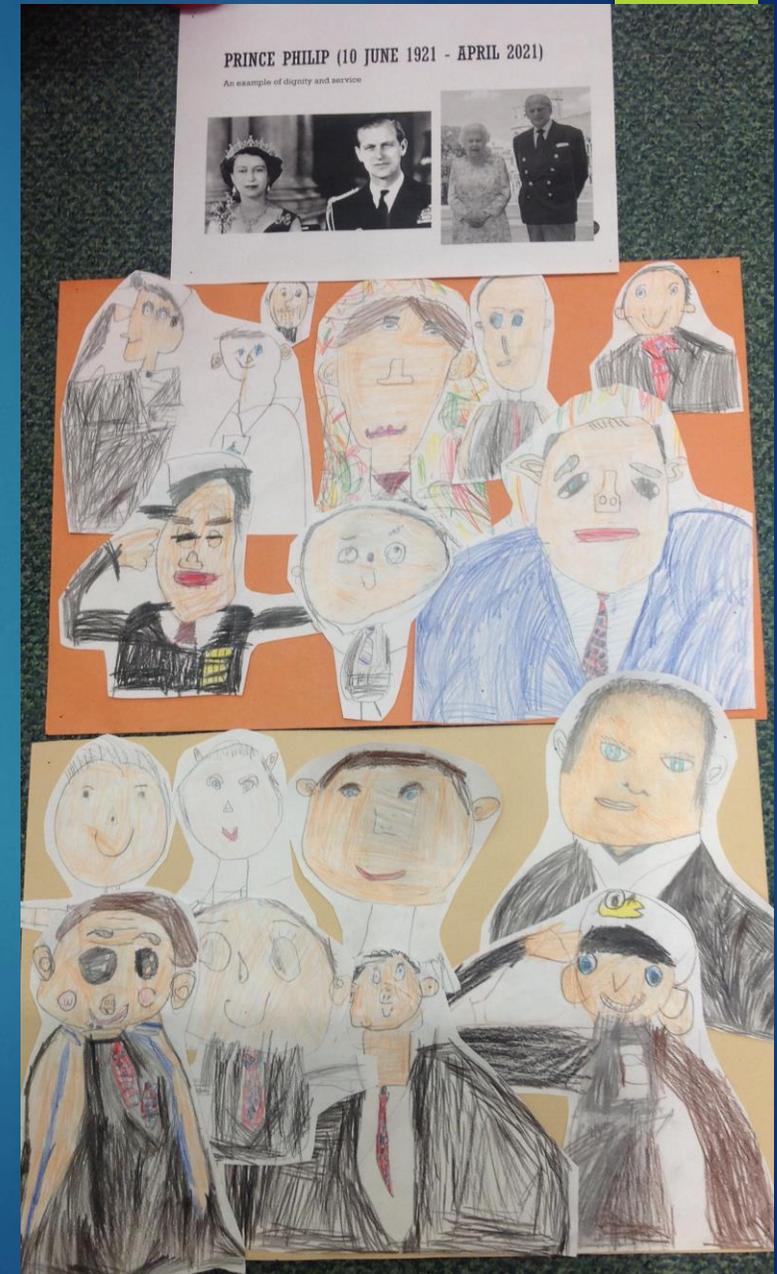


We celebrate or reflect upon major events in the life of the Royal Family.

Saturday 12<sup>th</sup> June – Queen's official birthday

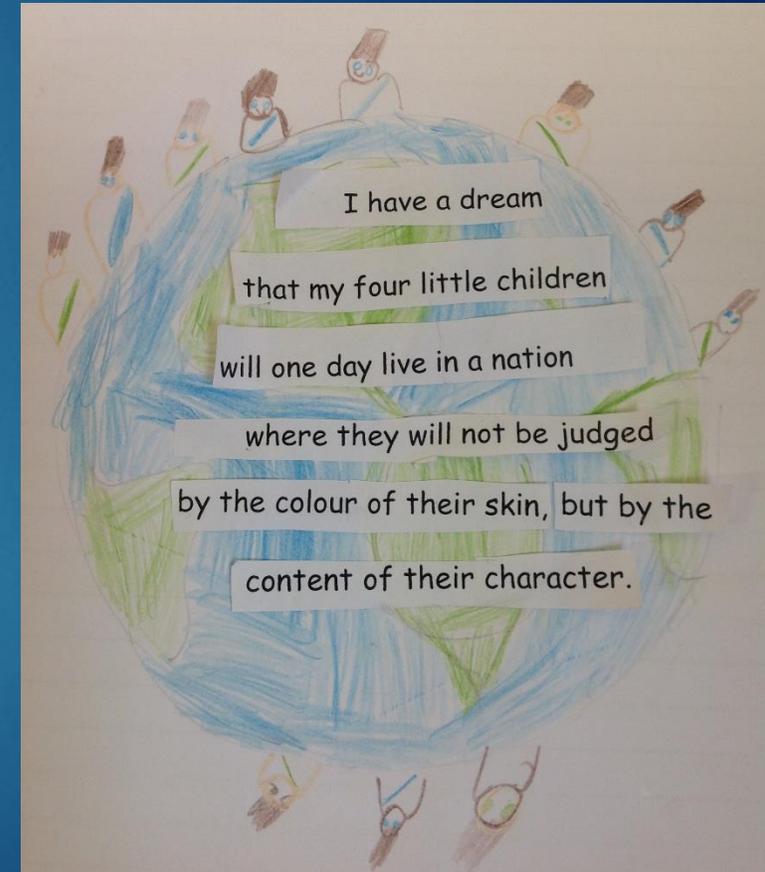


Reflecting on the death of Prince Phillip



# Tolerance of those of different faiths and beliefs and those without faith.

- As a school we have a lower than average number of minority groups represented and so fully appreciate the importance of enhancing pupils' understanding of their place in a culturally diverse society and giving them opportunities to experience that diversity. We recognise that all humanity was created by God and is loved by Him. We should therefore love our fellow man and be tolerant of those different to ourselves. Our SDP has a clear objective of ways that we can develop our children's understanding of equality and their understanding and acceptance of difference of race, religion and sex.
- Our Collective Worship is inclusive, invitational – following guidance from the Church of England.
- Our RE curriculum covers studies all major world faiths – including considering those without faith.
- Collective Worship, our programme of Values Education and PSHE work emphasise tolerance and proactively and successfully educate against any form of prejudice or prejudice-based bullying, about which we are constantly vigilant.
- Educational visits to our own and contrasting places of worship are actively encouraged.
- Resource collections –books, and artefacts –are kept for the six major religions practised in Britain.
- The school has links with Fass Elementary School in The Gambia.
- The school is fully compliant with the expectations of the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010 and Governors review progress against our Equality Action Plan annually (Summer FGB).
- Our Curriculum Intent highlights this as an important focus area.



# Visiting places of worship

We are building regular opportunities for children to visit places of worship.

## Mosque Visit year 3

VAI: write a account of our trip to the Mosque.  
On the morning of the 5th March 2020 year 3 had their trip to the mosque. We set off at 9.15am after Miss King did the register. Once we got on the coach, it took about an hour to get there. Once we got to the mosque, the imam called Tariq. He showed us a power point presentation. We had to take off our shoes before entering the pray room because it is respectful to Allah. We were taught about the 5 prophets. Tariq talked about the five pillars of Islam which are: Fasting, Hajj, giving good to the poor and pray five times a day. After that, he told us about Islam including telling us what the call to pray meant.

We were then shown to a different room where Tariq showed us some different clocks with Arabic writing next to them.

about who was wanted him  
was a wise  
at and then  
ed this was  
in holy and  
ins buried

Monday 3<sup>rd</sup> February 2020  
VAI: write a account of our trip

Today we visited a Sikh temple called Sri Guru Singh Sabha Gurdwara in Hitchin. It's around 45 minutes to get there. When we arrived, we had to take our shoes off and cover our hair. The boys covered their hair with a hat but the girls had to put a scarf over their hair. I went next to Shy

A little while, we met a lady called Mrs Khan. She took us to a huge prayer room where we had to bow to the priest. The lady told us to not turn your back to the priest because he had the Holy books in front of him and it was rude. You could only turn your back to him when you leave the room. Next, we went to the kitchen to have a snack and a drink. We had juice and bread pakora which is basically fried bread. I had two. So because I had another one I had to wipe my hands to show I'd like another. It wasn't the best but I'd have one if it was the only choice.

One thing I learned today was a tradition called the 5 ks which are a steel steel bracelet which you can wear when you are first born, some white shorts, un-cut hair, a small dagger and a wooden comb. Another thing I didn't know a Sikh boy is that they have a bun on small turbans. I didn't know that there was wara in India surrounded by Holy water.



Gurdwara  
Visit year 4



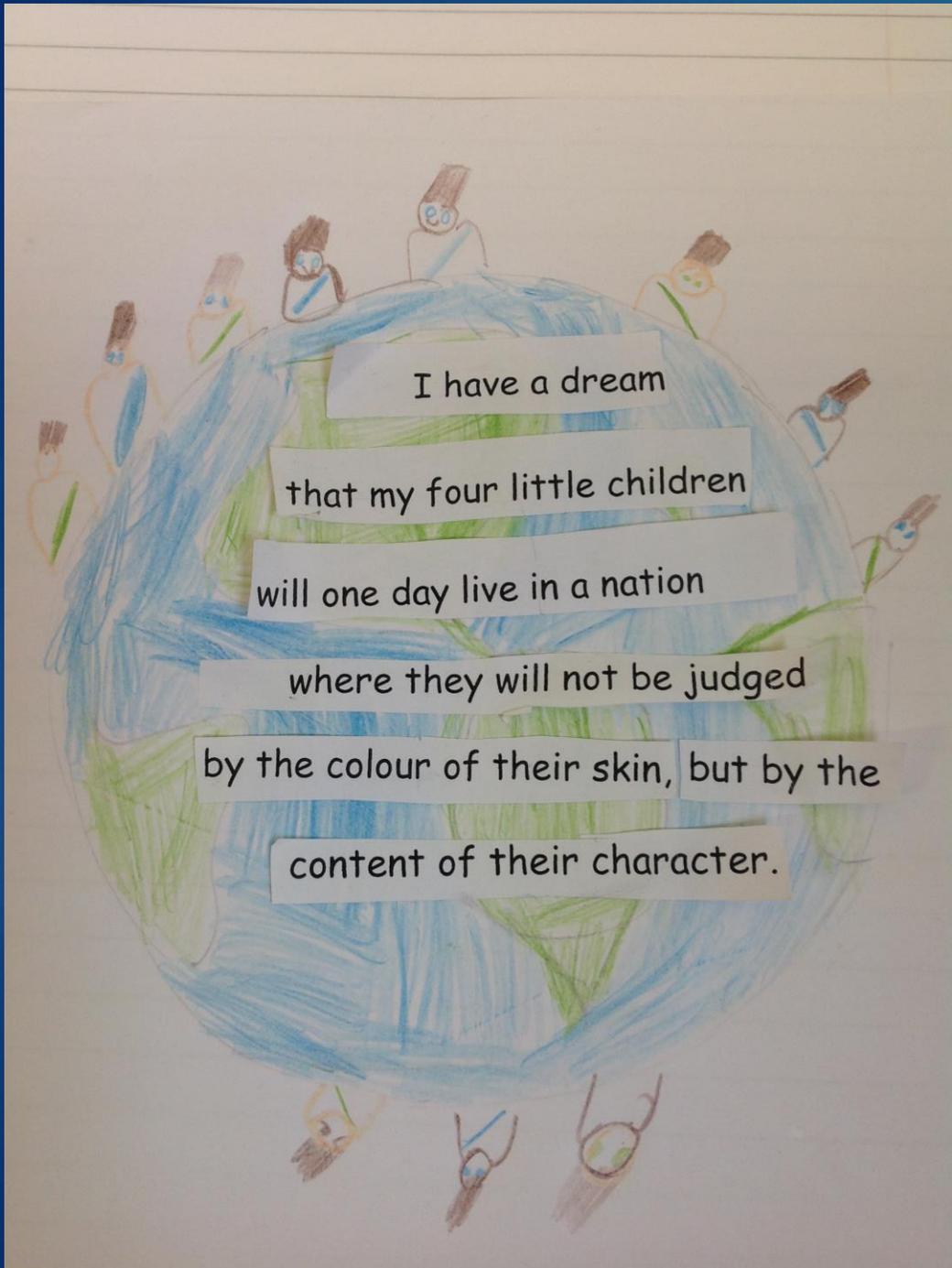
Reception role play area to celebrate Diwali



- ▶ The school supports the charity work initiated and led by a local family –Helping (Help for Education and Local Projects IN The Gambia)
- ▶ The charity has built schools, learning spaces and hospitals for children in The Gambia.







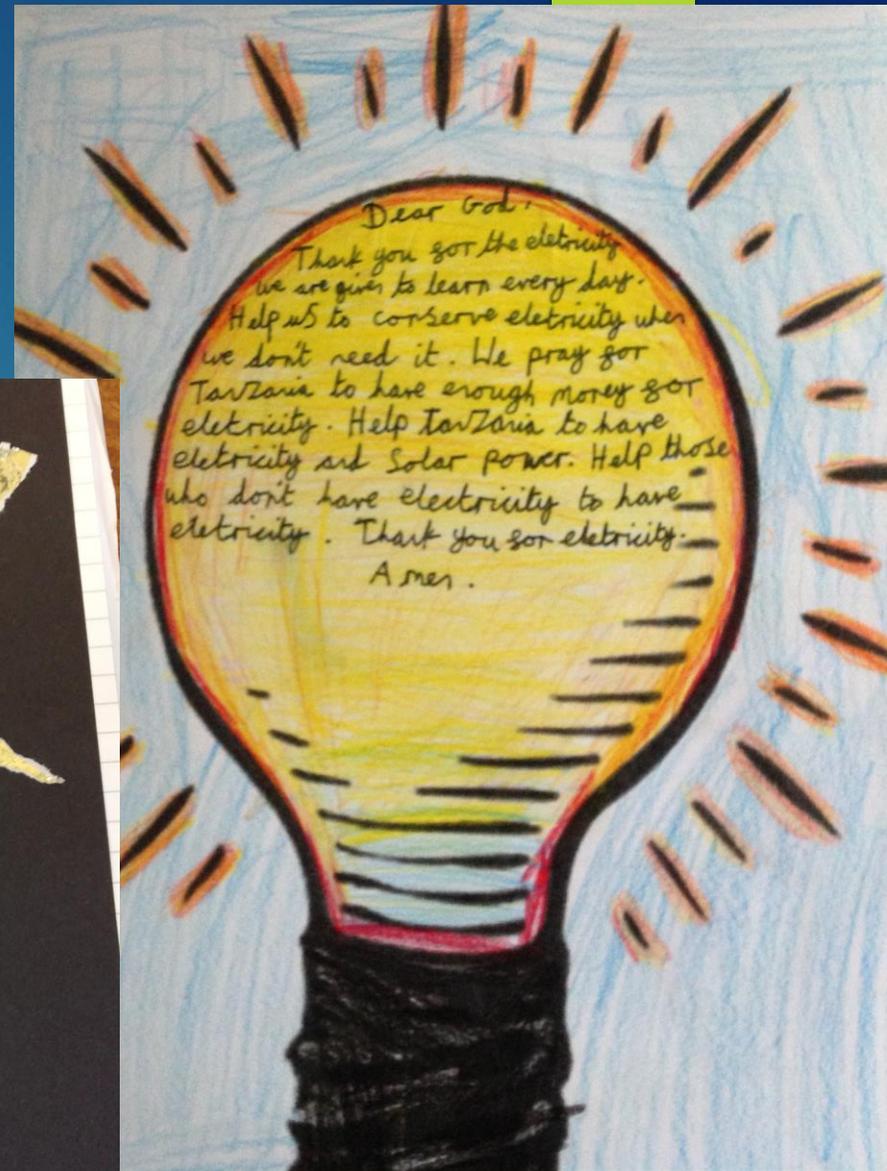
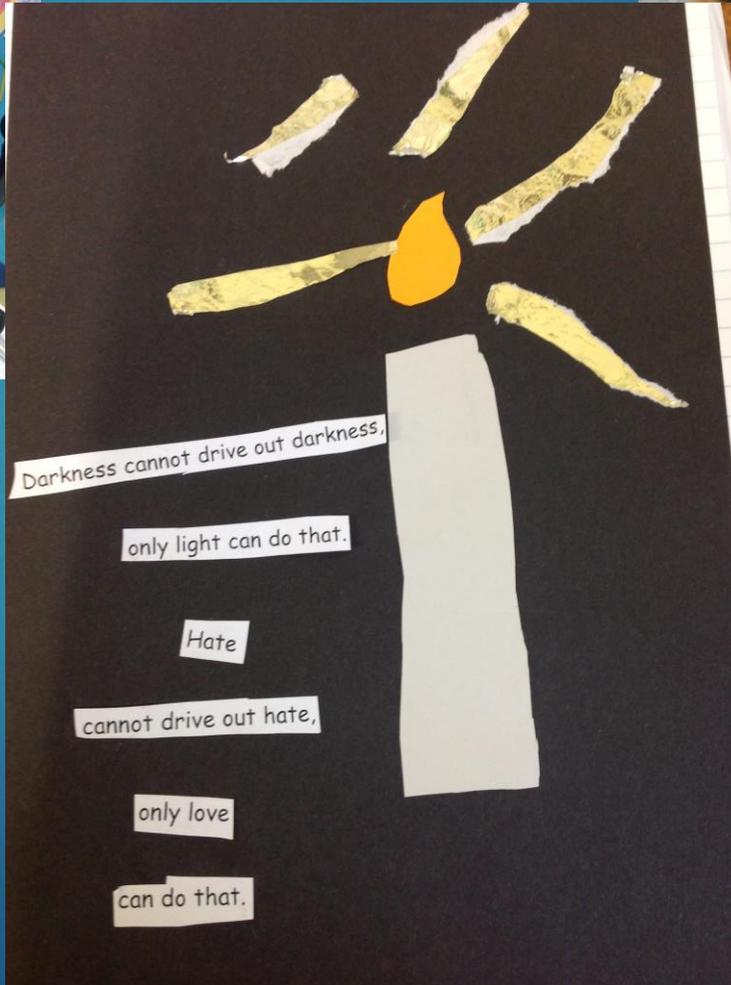
## 54 Countries in the Commonwealth

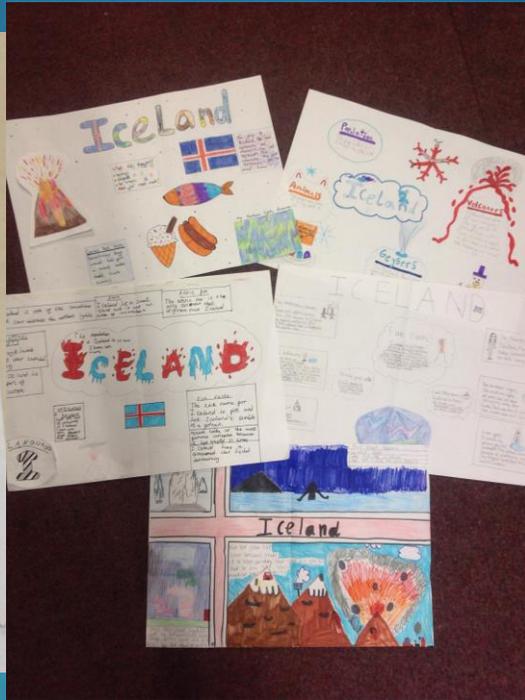
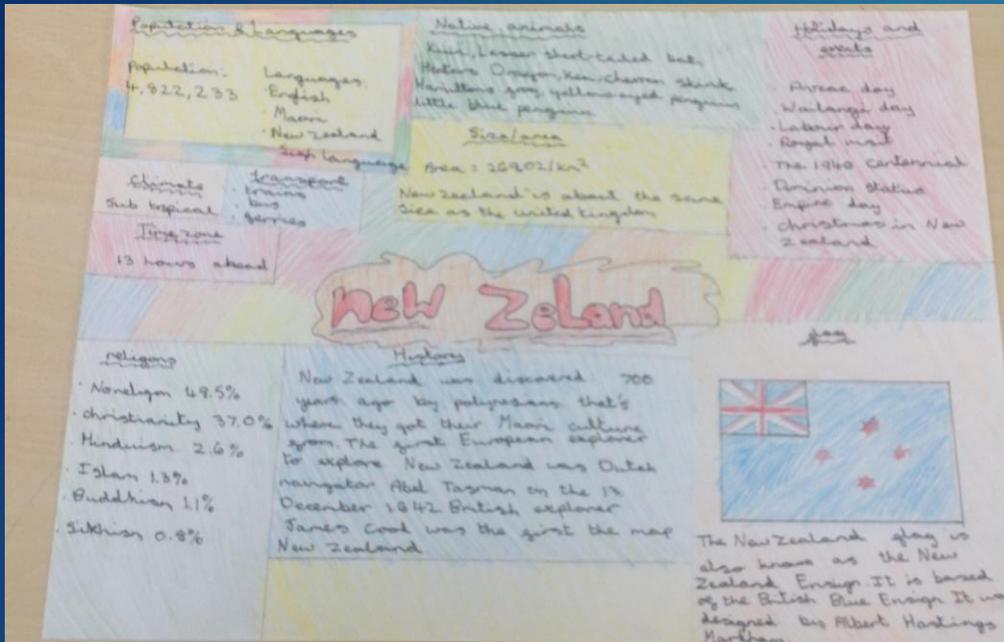


We often consider countries in the Commonwealth in Collective Worship.



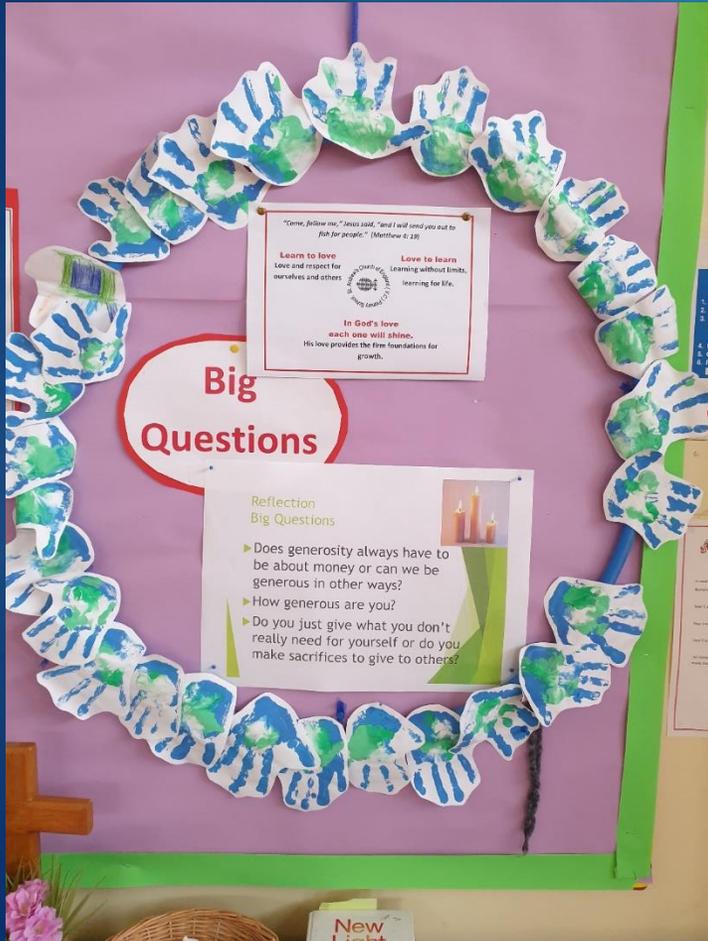
We have held International weeks- studying the lives and experiences of children around the world.





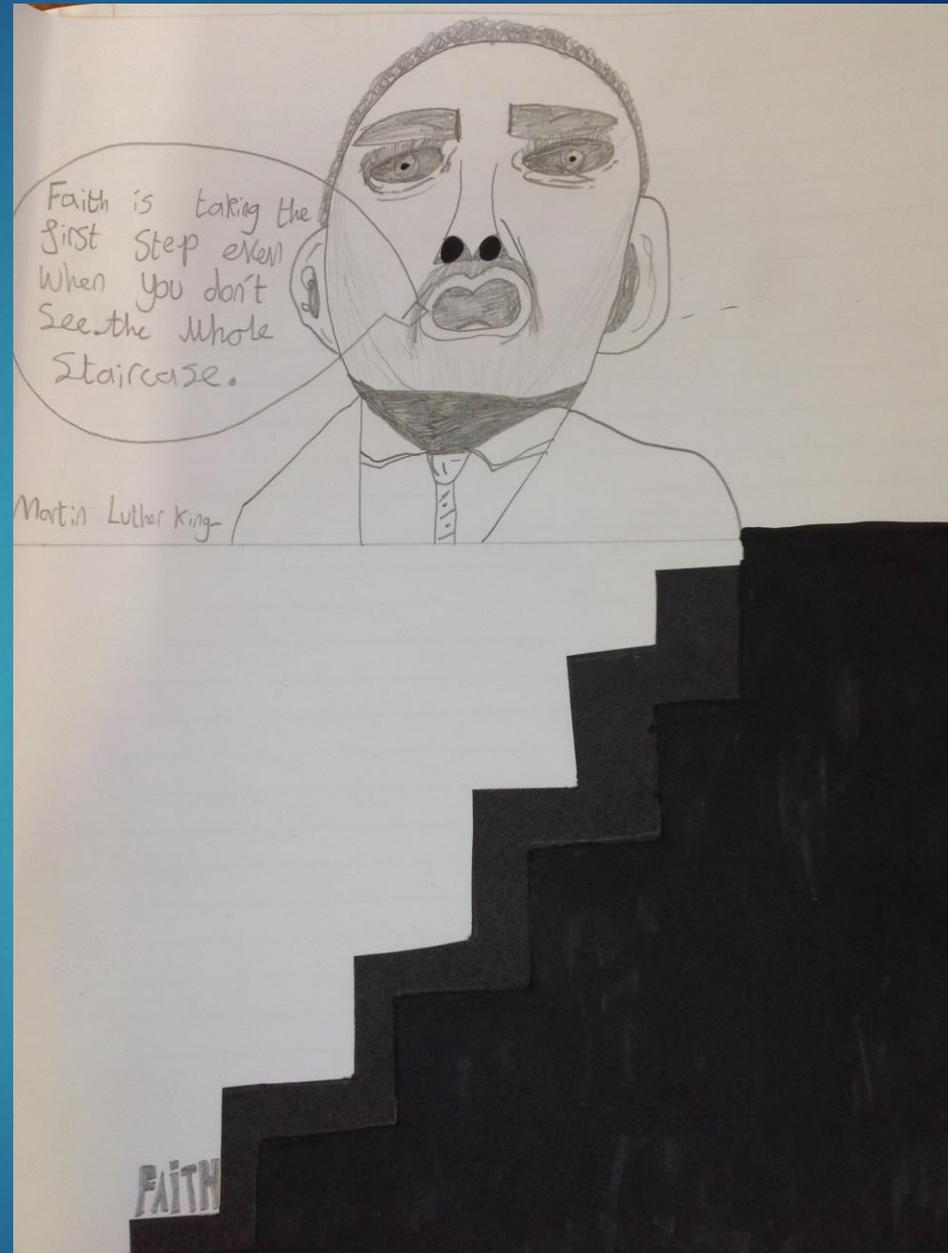
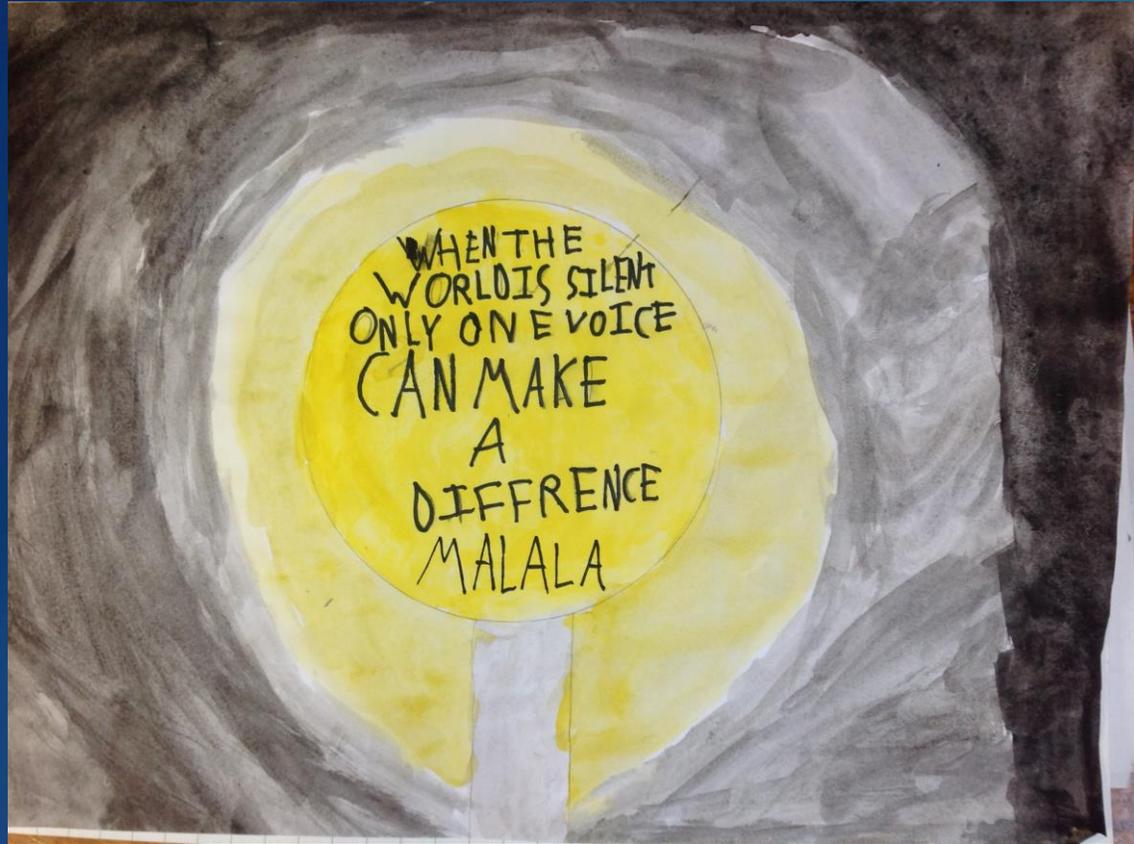
We based our bubbles during the first lockdown on Islands around the world – the children researched the climate, terrain and life on these different areas of the world.

# Individual Liberty in Action



## Individual Liberty:

- ✓ Within school children are actively encouraged to make choices, whilst knowing that they are in a safe and supportive environment.
- ✓ Making the right choices and being forgiven and enabled to try again when they make the wrong ones, – underpins our behaviour management strategies.
- ✓ Within set boundaries children are educated to make choices safely, through the provision an empowering education offering extensive opportunities.
- ✓ Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely e.g. through e-safety, PSHE and Food Technology.
- ✓ Whether it be through choice of level of challenge; of how to record an answer; of who to work/play with; of what to have for lunch; or which of our many extra-curricular opportunities to take part in, the children are encouraged and given the freedom to make a choice and supported in living with it.
- ✓ In this way, it is our aim that our children will be able to evaluate the society in which they live and to make the informed, independent choices of good citizens.



Our curriculum and Collective Worship offer regular opportunities for the children to learn about individuals who have made a difference to the world, through their thoughts and actions.

Our curriculum also regularly has a focus upon our local area and the children are encouraged to share their thoughts and opinions.

