



**Eardisley CE Primary School:**

**Preparing Children for Life in Modern Britain – Evidence and Impact**

At Eardisley CE Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through our Christian Values-based philosophy that infuses the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC, PSHE, Citizenship and Philosophy lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, residential visits to London and outdoor centres and through visiting speakers from other denominations and groups. Their strong-rooted values-based understanding gives them an excellent platform for embracing difference.

**Please see also: School Self Evaluation**

**SIAMS Self Evaluation**

**School Curriculum Policies, including policy for Values-based Education**

**Previous OSFTED and SIAMS reports**

<b>British Value</b>	<b>Statement</b>	<b>Evidence</b>	<b>Impact</b>
<b>Mutual Tolerance of those with different Faiths and Beliefs</b>	<p>Respect is a fundamental school value, around which pivots much of the work of the school. A baseline for a fair community is that each person's right to 'be themselves' is accepted by all. However, tolerance may on its own not be enough: our values-based framework and approach to RE can challenge pupils to be increasingly respectful and to celebrate diversity. We pay explicit attention to this as part of our RE, PHSE, and SMSC 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>	<ul style="list-style-type: none"> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE curriculum</li> <li>• RE planning and work books.</li> <li>• Exploration of other cultures and faiths through art.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values programme</li> <li>• PSHE programme</li> <li>• Curriculum planning</li> <li>• School Values programme</li> <li>• PSHE programme, including Safeguarding</li> <li>• Curriculum planning</li> <li>• British Values teaching resources used and</li> </ul>	<p>Children can articulate why tolerance 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>Children show a respectful fascination with learning about other faiths and cultures.</p> <p>Children are keen to raise money for our school charities.</p>

		<p>writing/work resulting from this.</p> <ul style="list-style-type: none"> <li>• Link partnership with Huwe School in Tanzania (school charity for 2917-18).</li> <li>• Lead school for Global Learning Programme, introducing children to a wide range of other countries and cultures.</li> <li>• Link with primary school in Russia (September 2017)</li> </ul>	
<b>Respectful attitudes</b>	<p>Our values-based approach to learning focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of that society gains from diversity. Pupils learn about diversity in religions and worldviews and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.</p>	<ul style="list-style-type: none"> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE curriculum</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> <li>• School Values programme</li> <li>• PSHE programme, including safeguarding</li> <li>• Curriculum planning</li> <li>• British Values teaching resources used and writing/work resulting from this.</li> <li>• Link partnership with Huwe School in Tanzania (school charity for 2917-18).</li> <li>• Lead school for Global Learning Programme, introducing children to a wide range of other countries and cultures.</li> <li>• Link with primary school in Russia (September 2017)</li> <li>• See 'Letters from a Refugee' written by Y5/6</li> </ul>	<p>Children can readily 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>Children show a respectful fascination with learning about other faiths and cultures.</p> <p>Children are keen to raise money for our school charities.</p>
<b>Democracy</b>	<p>The children at EPS see democracy borne out in a whole variety of ways 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>In RE and P4C pupils learn the significance of each person's Ideas and</p>	<ul style="list-style-type: none"> <li>• School Council minutes and records</li> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> </ul>	<p>Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect, e.g. 'I agree with/ I don't agree with...'</p> <p>through their philosophy training.</p> <p>Links with Huwe school in Tanzania help children to feel</p>

	<p>experiences through discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share responsibility to use our voice and influence for the well-being of others.</p>	<ul style="list-style-type: none"> <li>• School Values programme</li> <li>• PSHE programme, including safeguarding</li> <li>• Curriculum planning</li> <li>• British Values teaching resources used and writing/work resulting from this.</li> <li>• Links with Huwe school in Tanzania help children to feel connection with those from different cultures.</li> <li>• Exploration of democracy through study of The Houses of Parliament.</li> <li>• Regular participation in Pupils2 Parliament on topics such as What it means to be a British citizen.</li> </ul>	<p>connection with those from different cultures.</p>
<p><b>Rule of Law</b></p>	<p>The children at EPS are familiar with this concept through the strong Christian values-based philosophy that infuses the entire work of the school. They are familiar with the concept too through the discussion of our Christian values and, in RE lesson, the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who take assemblies and talk to them informally. In RE pupils examine different examples of codes for human life, including commandments, rules of precepts offered by different religious communities. They learn to appreciate how to apply these ideas to their own communities. They learn that fairness requires the law to apply equally to all.</p>	<ul style="list-style-type: none"> <li>• Class Rules</li> <li>• School Code of Conduct/Learning Behaviours</li> <li>• School Values</li> <li>• PSHE/Citizenship lessons on the role of law and parliament (see visit from Bill Wiggins, MP)</li> <li>• School Council minutes and records</li> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> <li>• School Values programme</li> <li>• PSHE programme, including Safeguarding</li> <li>• Curriculum planning</li> <li>• British Values teaching resources used and writing/work resulting from this.</li> <li>• Regular participation in Pupils2 Parliament on topics such as What it means to be a British citizen.</li> <li>• Exploration of The Rule of Law (see writing across the curriculum examples, Year 5/6)</li> </ul>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. KS2 children understand why we have laws, how these work and how the rule of law relates to their own lives. They are able to discuss and debate philosophical issues in relation to these.</p>

<p><b>Individual Liberty</b></p>	<p>Our Christian 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. Children are strongly encouraged to develop independence in learning and to think for themselves. In RE pupils consider questions about identity, belonging, and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedoms, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.</p>	<ul style="list-style-type: none"> <li>• Class Rules</li> <li>• School Code of Conduct/Learning Behaviours</li> <li>• School Values</li> <li>• PSHE/Citizenship lessons on the role of law and parliament (see visit from Bill Wiggins, MP)</li> <li>• School Council minutes and records</li> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> <li>• School Values programme</li> <li>• PSHE programme, including Safeguarding</li> <li>• Curriculum planning</li> <li>• British Values teaching resources used and writing/work resulting from this.</li> <li>• Philosophy for Children is a regular practice and encourages children to express their own opinions.</li> <li>• This concept is reinforced by Rule of Law and Democracy understanding.</li> </ul>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action. Children participate thoughtfully in debate, eg in Pupils2Parliament where the chair (the former Children’s Commissioner) commented on how ‘bright and engaged’ children are.</p>
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