

British Values – Case Study



At Stoneraise 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 the ethos and work of the school. Our school vision has British Values at its centre: "Living and learning together to care for each other and our world." All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Citizenship 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, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

Fundamental British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum. 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.	<ul style="list-style-type: none"> • Records of PSHE Sessions. • RE curriculum planning and books. • Learning Walks for behaviour. • Regular assemblies by NISCU. • Twitter/school website. • Annual Friendship Week – anti-bullying theme 	Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. Children are able to talk about the different faiths and cultures they learn about, ask questions

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			and show tolerance and respect for others of different faiths and religions.
Democracy	<p>The children Stoneraise School 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>	<ul style="list-style-type: none"> • School Council with Class Councillors in each class. • House Captains. • Debates with English lessons. • RE planning and work books. • Learning Walks for behaviour. • Residential trip to London – tour of the Houses of Parliament. • Visit of local MP to school (John Stevenson – Conservative Party). • Compare our democracy to others – coverage of US Election and French Presidential Election. • Assemblies based on current news affairs e.g. triggering of Article 50. • Twitter/school website. 	<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. Children in KS2 in particular are able to use the language of respect.</p>
Rule of Law	<p>The children at Stoneraise School 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>	<ul style="list-style-type: none"> • School behaviour mountain • Class Rules and School Rules • Learning Behaviours • PSHE/Citizenship lessons on the role of law and parliament. • Assemblies based on current news affairs including elements of debate 	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to these.</p>

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	Children are used to debating and discussing laws/rules and their application. Children are familiar with the local emergency services.	<ul style="list-style-type: none"> • School Council. • RE planning and work books. • Learning Walks for behaviour. • Visit to Carlisle Fire Station. 	
Individual Liberty	<p>Our values-based discussions during PSHE lessons and assemblies 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>	<ul style="list-style-type: none"> • Children are able to show independence in learning and to think for themselves. • Work amongst the community – Food Bank, Purple Day (Epilepsy Awareness), Macmillan, British Legion (Poppy Appeal). • Freedom of speech through organised debate. • Assemblies on current affairs. • Class Circle Times. 	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.