



## BRITISH VALUES AT ST THOMAS'

British Value	Statement	Evidence	Impact
Mutual respect and tolerance of those with different faiths and beliefs	Respect is a fundamental Gospel value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PSHE, 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.	Whole school displays reflect values. PSHE Sessions. Values Champions meetings. Visits to different religious places of worship. Learning Environment walks. Manners Awards. P4C	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 and show tolerance and respect for others of different faiths and religions.
Democracy	The children at St Thomas' Primary see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a value that children meet when discussing respect and fairness.	The ongoing work of the School Council and Values Champions each year models the democratic process. At elections, pupils present their own manifestoes which is watched are then voted on by the children. Children also have the opportunity to be elected onto the Eco Council and Sports Council.	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. All children in school also understand the need to elect members to the school council and understand the process of standing for election and a voting system.
Rule of Law	The children at St Thomas' Primary are familiar with this concept	Class Rules/Learning Behaviours/ Gospel Values/ PSHE/Citizenship	Children are able to articulate how and why we need to behave in

	<p>through the philosophy that infuses the entire work of the school. They are familiar with the concept through the consistently applied behaviour management system. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who visit to talk to them informally. Restorative approaches reinforce the rule of law and how to put right a wrong doing.</p>	<p>lessons on the role of law and parliament. School Council meetings. Learning Walks for behaviour and behaviour for learning</p>	<p>school, and in the wider community, and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to these.</p>
Individual Liberty	<p>Our Values based discussions 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.</p>	<p>Children are able to show independence in learning and to think for themselves. P.S.H.E sessions. Children in all classes support other children through their monitor roles in school – eg PALS, toast monitors, Buddies</p>	<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</p>