



Deanery C.E. Primary School
Academy Status

British Values Statement

March 2024

DEANERY CE PRIMARY SCHOOL

BRITISH VALUES STATEMENT

The Deanery School Christian Ethos

Our School Motto – ‘Ad Majorem Dei Gloriam’

Translated this simply means ‘To the Greater Glory of God’.

Vision

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone’s place in the wider community.

Deanery CE Primary School 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.

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons, using challenge and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and encourage further involvement and commitment to education.

Studying various subjects also allows children to develop the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These include the understanding and use of money, effective writing and reading skills, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live. Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

The school provides, through a wide range of activities, within and beyond the National Curriculum, and through our schools own Christian ethos and values, opportunities to reinforce British values as identified below:

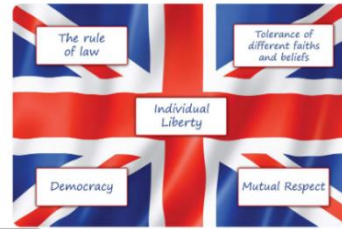


| British values and related school values | | Examples of how these are developed in our school and wider curriculum |
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| Democracy <ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance of team work | <p>We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty</p> <p>Pupils also have the opportunity to have their voices heard through our Pupil SEF, School Council and pupil questionnaires. The elections of School Councillors, Eco Leaders and House Captains are based solely on pupil votes.</p> <p>The School Council itself is led by a member of staff and promotes democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns.</p> <p>The principle of democracy is also explored in the History and RE curriculum as well as in assemblies. We explore how democracy and the law works in Britain in contrast to other forms of government in other countries.</p> <p>In Early Years, the children are part of daily elections for various jobs in the classroom.</p> | |

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| <p>The rule of law</p> | <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and apply this to their own lives • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • Ability to resolve conflict • Understand how they can contribute positively to the lives of those living and working in the locality and society more widely • To understand that living under the rule of law protects them and is essential for their well-being and safety | <p>The importance of laws, whether they be those that govern the class, our school, or the country, are consistently reinforced throughout regular school days; when dealing with behaviour and through school assemblies.</p> <p>Pupils are taught the value and reasons behind laws; that they govern and protect us; the responsibilities that they hold and the consequences when laws are broken. We run an annual Junior PCSO scheme with the Police to help reinforce this message.</p> <p>We have a clearly structured behaviour policy which all stakeholders understand and follow.</p> <p>The concept of the Rule of Law is also reinforced through teaching activities in our PSHE curriculum.</p> |
| <p>Individual liberty</p> | <ul style="list-style-type: none"> • To understand rights and responsibilities • To develop their self-knowledge, self-esteem and self-confidence; • To understand that the freedom to choose is protected in law. | <p>Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</p> <p>Pupils have key roles and responsibilities in school e.g. Year 6 House Captains, Head Boys and Girls, School Councillors, Play leaders, Peer mediators, Junior PCSOs</p> <p>We educate and provide boundaries for pupils to make choices safely, through provision of a safe environment and an empowering education.</p> <p>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 lessons.</p> <p>As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education.</p> |

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| | | <p>We help children to develop a positive sense of themselves and to develop their self-knowledge and self-esteem and to increase their confidence in their own abilities.</p> <p>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 lessons (which include all areas of SMSC).</p> <p>Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.</p> |
| <p>Mutual respect</p> | <ul style="list-style-type: none"> • Reflective about their own experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds • Participate in a variety of communities and social settings, cooperating well with others • To understand that while people may hold different views, we may show respect towards them. | <p>Part of our School Ethos and Values statement and Behaviour Policy has revolved around core values such as respect, peace, love and caring for others.</p> <p>Respect is one of our three school rules and is discussed and encouraged in all aspects of school life.. Pupils have been part of discussions and assemblies related to what this means and how it is shown.</p> <p>Our PSHE curriculum embodies values of Mutual Respect through units of learning such as Rights and Respect (SCARF)</p> <p>Through Physical Education we promote the concept of ‘fair play’, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.</p> <p>Within our collective worship, we uphold traditional values of empathy, respect and tolerance as well as our school values of Love and Grace.. These are also taught within PSHE and RE lessons and on an informal nature throughout the school days</p> |

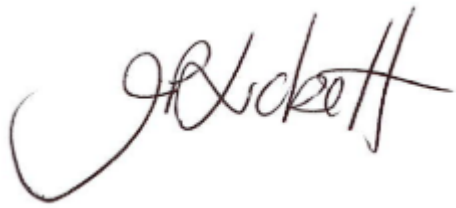
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| | | <p>We aim to: - value each child as an individual, regardless of faith, ability, gender or ethnicity.</p> <ul style="list-style-type: none"> - nurture children to be polite, respectful and considerate towards one another. - enable each child to value themselves and have aspirations for the future. - recognise everyone's place in the wider community. |
| <p>Tolerance of those with different faiths and beliefs</p> | <ul style="list-style-type: none"> • Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values • Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes • Accept that others have different faiths or beliefs (or none) and these should be accepted and tolerated. | <p>This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.</p> <p>Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held.</p> <p>As a Church of England school, our worship is Christian and our teaching is based on Christian values. However, tolerance of different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.</p> <p>Discussions involving prejudices and prejudice-based bullying are supported by learning in RE and PSHE.</p> <p>Through religious education children gain a greater understanding of religious diversity and practices, which covers key religions represented in the UK.</p> |



| DEMOCRACY | RULE OF LAW | INDIVIDUAL LIBERTY | RESPECT | TOLERANCE |
|---|--|--|----------------------------------|--|
| Opinions matter Everyone has a say | We respect the school rules and the rules of society | We know our human rights and are free to make choices | We respect and look after others | We accept each others differences We learn about other faiths |
| School Council | New school rules | Children choose who to donate tokens to | SCARF - Rights & Respect units | SCARF - Valuing difference units |
| Votes for house captains | Relentless routines | Choose RfP books | Peer mediators | RE Lessons |
| Y6 choose charities to support | SCARF | Extra curricular clubs to suit a range of interests | Chief Chums | Behaviour/relationships policy |
| Children choose charities to donate tokens to | Junior PCSO scheme | Choose dinner | Junior PSCOs | BAME Literacy texts/class novels |
| Votes for school councillors | Behaviour Policy | PSHE, SRE, drug ed gives children the info to make choices | Jolly Jungle | Spanish intercultural understanding |
| Peer mediation | Bikeability - Y5 & Y6 | Relationships policy | Good manners encouraged | Visits to places of worship |
| Chn know their views count through class, partner & group discussions | E-Safety (SCARF & ongoing) | Enrichment | School ethos & values | SEND focus (ASD, ADHD, dyslexia) |
| Pupil voice | PE - rules of games | Invitational responses in assemblies | Behaviour policy | local, national, global charity work |
| Current Affairs DAB on Fridays | Anti Bullying policy | | | Invitational responses in assemblies |
| Children's SEF | | | | |
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Policy reviewed by Anita Morris Deputy Head Teacher

March 2024

A handwritten signature in black ink, appearing to read 'J. Lockett', written in a cursive style.

Approved by Jayne Lockett, Head Teacher

Presented to the Governing Body