

British Values Statement

At Rush Green, 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. Being a Rights Respecting School and all of our curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC and PSHE lessons and collective worship provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their applications to their own lives.

Rush Green 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 and cultural events, a range of visits and visitors. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

British Values	Statement	Evidence	Impact
<p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p>	<p>Respect is a fundamental value at Rush Green. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum. All staff members actively promote an attitude of equality and fairness</p> <p>Respect 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"> • Records of PSHE Sessions / Collective Worship. RE Curriculum RE planning and books. • Learning walks for behaviour and behaviour for learning school Values • Planned events for pupils to go in to community and beyond which include: sports events, place of worship visits. • See Curriculum Map 	<p>Children can 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 are able to talk about their right to be respected and the right to have your own beliefs.</p>
<p>Democracy</p>	<p>We ensure that pupils are given a ‘voice’ to communicate. By valuing each ‘voice’ and by listening and responding to that voice we demonstrate that we support democracy and liberty.</p> <p>We empower our pupils by giving them opportunities to make choices about the things that they believe to be important.</p> <p>Pupils learn about democracy in society today and the implications for individuals when it is not present. Weekly assemblies with the school’s leadership team, look at current news both locally and global</p> <p>Democracy is a school value that children meet when discussing respects and fairness.</p> <p>The children have many opportunities to vote such as school council and head boy and girl.</p>	<ul style="list-style-type: none"> • The establishment of a School Council, with election every year models the democratic process • Curriculum planning and children’s books <ul style="list-style-type: none"> • The method of using pupil voice • Learning walks for behaviour 	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>Children are able to use the language of respect.</p> <p>Children are given a voice and are empowered to make choices.</p>
<p>Rule of Law</p>	<p>We have a clearly structured behaviour policy which is shared with all stakeholders. Children understand how to make good behaviour choices, and that their actions have consequences.</p>	<ul style="list-style-type: none"> • Class Charters (PSHE). SONG behaviour policy across the school. • PSHE lessons on the rule of law and parliament, school council meetings and Collective Worship • RE planning and books. PSHE Concept maps Learning walks for behaviour 	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</p> <p>Children are able to talk about the the Rights of the child.</p> <p>They are able to talk about their responsibilities and SONG.</p>

<p>Individual Liberty</p>	<p>Pupils are encouraged to be independent learners and encouraged to make choices, within a safe and supportive environment. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to the best effect. Pupils regularly hold fundraising events to support charities, whether local, national or global.</p> <p>Our PSHE curriculum begins 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.</p> <p>The E-safety strand of the computing curriculum enables pupils to make choices in a safe manner.</p>	<ul style="list-style-type: none"> • Children are able to show independence in learning and to think for themselves. • Children are further empowered through being part of School Council and being able to take part in pupil forums which link directly to the senior leadership team or governors. • Children are given the freedom to make a wide range of choices from attending extra-curricular clubs to supporting fund raising events. 	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school.</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>
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