

Ewelme CE Primary School: Preparing Children for Life in Modern Britain –

Evidence and Impact of British Values and the Prevent Duty

Ewelme CE Primary School takes its responsibility to prepare children for life in modern Britain very seriously. The fundamental British Values are introduced, discussed and lived out through the Christian values that are embedded in the ethos and work of the school. All curriculum areas provide opportunities for learning, developing and deepening children’s understanding of these concepts, particularly in RE, SMSC, PSHE and Citizenship, and Collective Worship. Children demonstrate a good understanding of these concepts and are both willing and able to apply them in their own lives.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community, through for example, sporting events, residential visits to outdoor centres, links with schools in the global dimension, and visiting speakers from other denominations and groups. The children’s strong, values-based understanding gives them an excellent platform for showing tolerance, respect and care for others.

Please see also: School Self Evaluation
SIAMS Self Evaluation
School Policies
Previous OSFTED and SIAMS reports

British Value	Statement	Evidence	Impact
<p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p> <p><i>Key Christian texts: Treat others just as you want to be treated. Luke 6:31 Just as each one has received a gift, use it to serve one another as good stewards of the varied grace of God. 1 Peter 4:10</i></p>	<p>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.</p>	<p>Collective Worship planning and outcomes file. RE curriculum RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values</p>	<p>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.</p>
<p>Democracy</p> <p><i>Key Christian text: For God gave us a spirit not of fear but of power and love and self-control. 2 Timothy 1:7</i></p>	<p>The children 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 experience when discussing respect and fairness.</p>	<p>School Council minutes and records House Group elections and meetings/activities Collective Worship planning and outcomes file. RE planning and work books. Learning Walks for behaviour and behaviour</p>	<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/</p>

		for learning School Values	I don't agree with...' They organise and carry out their own elections for House Captains.
<p>Rule of Law</p> <p><i>Key Christian text: Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things.</i> <i>Philippians 4:8</i></p>	<p>The children are familiar with this concept through the strong Christian values-based ethos 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.</p>	<p>Class Rules School Code of Conduct/Learning Behaviours School Values PSHE/Citizenship lessons on the role of law and parliament School Council minutes and records Collective Worship planning and outcomes RE planning and work books. Learning Walks for behaviour and behaviour for learning School Values</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by the rules. They are able to discuss and debate philosophical issues in relation to these.</p>
<p>Individual Liberty</p> <p><i>Key Christian text: Just as each one has received a gift, use it to serve one another as good stewards of the varied grace of God.</i> 1 Peter 4:10</p>	<p>Our Christian Values-based discussions and acts of worship involve 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. 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>RE /PSHE planning including Rights of the Child International exchange work on Rights of the Child Collective Worship planning and outcomes file. Learning Walks for behaviour and behaviour for learning School Values</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in society. They are consulted on many aspects of school life and demonstrate independence of thought and action. They are encouraged to give opinions and reasoned arguments in school, class, group and 1-1 situations.</p>

The Prevent Duty at Ewelme School

Governors and Staff have undertaken a risk assessment based on the Channel Toolkit. This shows that the risk of radicalisation and extremism is very low for pupils at Ewelme School, largely because of the school's ethos and values-based education; its attention to safeguarding; and its strong caring and inclusive school community. All teachers have completed the Channel general awareness training module.