Shared Values Education

Normand Croft Community School

An International Family of Learners

Reviewed By Governors	Autumn 2015
Next review:	As Required

1. **Aim**

   a. It is our aim to raise standards by promoting a school ethos underpinned by core shared values. These core values do not reflect any particular set of religious beliefs but aim to explore universal themes and define our shared 'common ground'.

   b. The values:
      i. support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful working and learning atmosphere
      ii. provide teachers and support staff with a common language for talking to children about expectations and responsibilities
      iii. provide an effective framework for teaching and learning.

2. **Rationale**

   a. We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning. In our society children are increasingly encouraged, through advertising, to think of happiness as something which can be found or bought simply in the material world. They are often encouraged to experience life in a world which is external to their inner selves or virtual.

   b. As a school community we believe that the ethos of the school should be built on a foundation of values and children should be encouraged to reflect on these values as they develop their own *moral compass* for exploring the world.

3. **The values we focus on are:**

   excellence: *appreciation, consideration, co-operation, quality*

   responsibility & respect: *caring, friendship, love & happiness, generosity &*

   helpfulness **determination:** *hope, patience, courage, perseverance*

   independence: *inspiration, imagination, self-belief, aspiration*

   unity: *tolerance, thoughtfulness, understanding, freedom, diversity*

   Trust: *fairness, honesty, unity, simplicity*

a. The values are explored through class-based activities and discussions and whole school assemblies, they also permeate the life of the school through formal and informal interactions and the content of the curriculum.

b. Shared values education forms a basis for the social, intellectual, emotional, spiritual and moral development of the whole child.

c. We encourage children to reflect deeply on the implications of our shared values and thereby develop the knowledge, skills and attitudes that will enable them to develop as reflective learners and grow to be stable, educated and civil adults.

4. **Teaching and Learning**

a. The elements of Shared Values Education are:

    i.   ensuring that the school's institutional values are consistent
    ii.   a half termly programme of school assemblies where pupils are encouraged to be actively involved in exploring their understanding of values
    iii. direct teaching about values in the classroom, these sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding.

b. Teaching and Learning about Shared Values takes place in the following ways:
    i.   by teachers explaining the meaning of the value (see Appendix 1)
    ii.   by children reflecting on the value and what it means to them and their own behaviour
    iii. by children using the value to guide their own actions or 'unpick' their own behaviour
    iv.   by all staff consistently modelling the value through their own behaviour
    v.   by ensuring that values are taught implicitly through every aspect of the curriculum
    vi.   through the work of the School Council
    vii. by involving all staff, governors and parents in the shared values programme through newsletters which explain how school and home can work together to promote positive values

c. **Children's Needs**

Within a school context and in order for our shared values to be meaningful to the pupils, we believe that children should:

i.   feel safe
ii.   know clearly what is expected of them iii. feel valued
iv.   have a balance of experiences/activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work
v.   have help to develop and maintain positive relationships
vi.   develop self-awareness and a knowledge of the world outside of themselves
vii. have creative experiences, including external exploration and internal reflection
viii. be fully involved in the process of education

d. **Teacher Behaviour**

In order to try to meet the needs of children, staff will be consistent in their own behaviour and in their expectations of children. They will:

i.   value all the children
ii.   display patience and calm
iii. listen carefully to children
iv.   iv. focus on and emphasise the positive
v.   face reality and help pupils to come to terms with difficult issues as they arise
vi.   focus on addressing the behaviour not undermining the child
vii. model being mutually supportive and making time for others
viii. speak quietly and avoid shouting
ix.   have a good sense of humour
x.   communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding

e. **Pupil skills**

Throughout the school the development of the following skills, which contribute to reflective thinking about shared values, are encouraged:

i. care and respect for self, and others
ii. displaying helpfulness, politeness and good manners to everyone in school
iii. speaking quietly and politely
iv. listening carefully to and thinking about what others are saying
v. reflection
vi. empathy and tolerance
vii. using imagination
viii. visualisation techniques
ix. stillness
x. being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practice
xi. articulating thoughts and ideas clearly in order to enhance communication skills
xii. walking quietly about the school building
xiii. developing positive attitudes to work and play xiv. accepting personal responsibility for actions
xv. care and respect of other people's property

f. **Activities that promote Reflective Thinking**

Teachers are especially mindful of activities that promote positive thinking and work to incorporate these into their day-to-day teaching. Activities include:

i. creating a calm and peaceful working environment in the classroom and around school
ii. taking children to places (on-site and beyond) to experience peacefulness and calm, and encourage children to value such places
iii. enabling pupils to identify success criteria for their work and targets for improving their behaviour
iv. involving pupils in the assessment of their own work v. giving opportunities for decision making vi. emphasis the effect on learning and progress of behaving well and a positive 'can do' attitude
vii. giving time in class for pupil to talk about vital issues such as friendship, co-operation, feeling and to clarify their understanding of the shared values

viii. allowing children to sit and work in silence to think through their own thoughts

ix. helping children to be relaxed and unstressed but focused on their activities.

x. including visualisation as a teaching technique to help in the development of the imagination and memory

xi. encouraging opportunities for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

g. **Benefits for the Pupils**

We believe that there is a positive impact in terms of developing a positive attitude to teaching and learning to children becoming increasingly reflective about our shared values, in that children:

i. behave more calmly and purposely

ii. are able to concentrate on the core purpose of learning and not become distracted by other issues

iii. are more able to reflect on and talk about their own feelings and behaviour

iv. are more self-aware and self-accepting

v. are more considerate to others and less ego-centred

vi. take greater responsibility for their own actions

vii. are more self-confidence, with increased self-esteem

viii. know themselves better

ix. relate to others more effectively

h. **Conclusion**

The approaches outlined in this policy describe how the school uses shared core values as a basis for its work. The success of our approach to teaching and learning is evident in the school's positive ethos and in the personal qualities that children display around school and in the wider community.

Appendix 1:

Implementing the Values Education Programme

a. values education is a whole-school strategy, it is not age-limited and each value is explored in an age-appropriate way from nursery to Y6

b. each half term a 'focus' value will be introduced and this will then be revisited in different contexts and through different stories and experiences throughout the half term and beyond. In this way all children become familiar with the language of, and ideas relating to, each shared value

c. there is an expectation that all staff will act as role models, they will demonstrate positivity, have high expectations and set clear boundaries

d. there is an expectation that all staff will work together to create a calm, reflective atmosphere which facilitates contemplation and learning.

e. at the start of the year class rules are decided with the children, these rules are seen as a practical expression of shared values

f. opportunities are actively sought to discuss shared values throughout the curriculum
   Appendix 2:

Our Approach to Spiritual, Moral, Social and Cultural Development (SMSC)

1. **Principles**

   We believe SMSC development is central to our approach to Shared Values Education in that:

   a. it supports our belief that a values-based approach is a prerequisite to ensuring high quality teaching and learning

   b. it supports the development of caring and active citizens

    c.   it's cross-curricular, with links to a range of policies such as PSHE, RE, Drugs Education, Sex and Relationships Education, and policies relating to Equality and Diversity.

    d.   it's promotion is the responsibility of all, everyone in the school community can and should make a contribution to the SMSC development of children through:

        i.   exemplifying and modelling behaviour characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of people's views, beliefs and experiences

        ii.   use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

    e.   SMSC should be seen as an opportunity to explore and develop:

        i.   values and beliefs
        ii.   spiritual awareness
        iii.   high standards of personal behaviour iv. a positive caring attitude towards other people
        v.   an understanding of their social and cultural traditions
        vi.   an appreciation of the diversity and richness of other cultures

2. We believe **spiritual development** relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

    a. **Aims for Spiritual Development**

        i.   The ability to listen and be still
        ii.   The ability to reflect
        iii.   The ability to sense wonder and mystery in the world iv. The ability to sense the special nature of human relationships

b. **Objectives for Spiritual Development**

    i.   To develop the skill of being physically still, yet alert

    ii. To develop the skill to use all ones senses

    iii. To develop imagination iv. To encourage times for quiet reflection throughout the school day

    v. To develop individual self confidence

c. **We will encourage spiritual development by:**

    i.   giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives

    ii.   encouraging children to explore and develop what animates themselves and others

    iii. giving children the opportunity to understand human feelings and emotions. The way they impact on people and how an understanding of them can be helpful

    iv. developing an ethos within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals

    v.   promoting teaching styles which:

        1. value children's questions and give them space for their own thoughts, ideas and concerns

        2. enable children to make connections between aspects of their learning

        3. encourage children to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'

    vi. monitoring in simple, pragmatic ways, the success of what is provided

d. **We may explore the spiritual dimension through:**

English	☐ Literature, including story and poetry that explores human experience and response to life and death
	☐ Use of stillness and imagination in drama and other subjects to develop inner awareness
	☐ Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings
Mathematics	☐ Enjoyment of and fascination by numbers, including the idea of infinity
	☐ Reflecting on pattern and order as well as a sense of mystery and space
	☐ Exploring the relationship of numbers, shape and objects and the possibility of inter-connectedness
	☐ Sense of achievement and self-worth at appropriate levels of understanding
Science	☐ Scientific links with a spiritual interpretation about the universe and life
	☐ Using the school grounds for reflection on relationships between people and their environment
	☐ Reflecting on the mystery of the natural world and physical worth, life cycles and growth
	☐ Awareness of physical self as wonderful
Design Technology	☐ Sense of worth in human potential and achievement
	☐ Designing cards for religious festivals
	☐ Making artefacts/special objects and taking pleasure from their physical construction
Information Communications Technology	☐ Enjoying connectedness with people all over the world through the internet
	☐ Using programmes to communicate ideas and imagination eg. through poems and pictures
	☐ Becoming independent and developing self-reliance
History	☐ Ideas of change and development and re-creation/renewal
	☐ Understanding the importance of tradition to a community
	☐ Sense of time and awareness of personal place within it

Geography	☐ How things came about, and a sense of wonder at the earth's variety and order
	☐ Developing self-awareness and relationships with other cultures and environments
	☐ Appreciation of natural features eg. lakes, woods
Art	☐ Idea of beauty in art
	☐ Appreciation of colour, shape and texture
	☐ Awe and wonder and spiritual ideas expressed through art and craft
	☐ Art as a means of expressing feelings, imagination and expressive thought
Music	☐ Making music by singing together
	☐ Listening to specific chosen pieces, and why people write music
	☐ Identifying feelings and emotions associated with different types of music.
	☐ Using music as a background to times of quiet and reflection to develop awareness of the inner self
Religious Education	☐ Knowledge of religious reflection, humanist ideas and spiritual practices, e.g. worship
	☐ Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop
	☐ Meeting others who belong to other traditions
	☐ Providing opportunities for experiencing awe, wonder and transcendence
Physical Education	☐ Spiritual awareness of body, its beauty and potential through activity and observation
	☐ Movement to express feelings and emotions including dancing for joy
	☐ Developing inner determination to do one's best and recognise and develop one's inner potential and strength
Modern Foreign Languages	☐ Awareness of the beauty inherent in another language The
	☐ use of a different language to express thoughts slightly differently

3. We believe **moral development** encourages us to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Normand Croft through our approach to Shared Values Education we work to instill an understanding of what is right and wrong. From this basis children may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

a. **Aims for Moral Development**

i.   To understand the principles lying behind decisions and actions
ii. To be able to distinguish between right and wrong
iii. To be able to make decisions, accepting and understanding consequences of their actions
iv. To move gradually through a 'taught morality' to taking responsibility for their own moral decisions, and acting on them 'even when no-one is looking'…

b. **Objectives for Moral Development**

i.   To tell the truth
ii. To respect the rights and property of others
iii. To help others less fortunate than themselves iv. To be considerate to others
v.   To take responsibility of own actions
vi.   To exercise self-discipline and self-control vii. To develop high expectations and a positive attitude viii. To conform to rules and regulations to promote order for the good of all

c. **We will encourage children's moral development by:**

i.   providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
ii.   promoting racial, religious and other forms of equality
iii. giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
iv.   developing an open and safe learning environment in which children can express their views and practice moral decision making
v.   rewarding expressions of moral insights and positive behaviour
vi.   modelling, through the quality of relationships and interactions, the principles which we wish to promote – for example fairness, integrity,

respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises

vii. recognising and respecting the codes and morals of the different cultures represented in the school and wider community

viii. encouraging children to take responsibility for their actions, for example, respect for property, care of the environment

ix. re-enforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

d. **We may explore the moral dimension through:**

English	☐ Discussion of right and wrong through exploring moral issues exemplified in children's literature
	☐ Skills of listening and forming evaluative judgements in discussion
	☐ Circle time discussion of behaviour and relationships
	☐ Dramatising situations which raise moral questions
Mathematics	☐ Encouraging a sense of personal responsibility for their own learning in class and through home learning
	☐ Encouraging honesty, not cheating
	☐ Awareness of manipulation of data statistics
Science	☐ Thinking about experiments and investigations and their outcomes for humans
	☐ Caring for living things
	☐ Discussing issues raised by scientific discovery and progress, eg. genetic engineering
Design Technology	☐ Learning co-operation with others through shared activities
	☐ Technology as helpful and constructive as well as potentially destructive
Computing	☐ Independent working to develop a sense of integrity and trustworthiness
	☐ Discussion of moral issues, e.g. correct information, pornography.
History	☐ Developing awareness of local, national and world issues
	☐ Encounters with ideas and encouragement to think through a moral stance on issues such as war and peace

Geography	☐ Developing a moral responsibility to care for the environment
	☐ Awareness of human exploitation, e.g. child labour in developing countries and poverty amidst affluence
	☐ Awareness of misuse of earth's resources eg. deforestation
	☐ Awareness of positive human responses eg. recycling
Art	☐ Interpreting pictures which put a moral point of view.
Music	☐ Appreciation of music and respecting the ideas and judgements of others
	☐ Learning about and from the lives of composers.
Religious Education	☐ Stories with a moral message from other world religions
	☐ Ideas of right and wrong behavior
	☐ Individual and collective responsibility within religious and other communities
	☐ Developing skills of listening and respecting
Physical Education	☐ Taking part in team games and obeying rules
	☐ Awareness of others' needs, particularly physical
	☐ Encouragement to cheer, celebrate achievement
	☐ Developing a sense of fair play, not hurting anyone, and showing sportsmanship eg. shaking hands at the end of a game
Modern Foreign Languages	☐ Stories with a moral message from other countries
	☐ Current affairs and human responses to them within different countries
	☐ Awareness and understanding of fellow human beings living different lifestyles in different countries.

4. We believe **social development** enables us to become conscientious participants in family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

      a. **Aims for Social Development**

          i.   To relate positively to others
          ii. To participate fully and take responsibility in class and school
          iii. To use appropriate behaviour across a range of situations iv. To work cooperatively with others
          v.   To use own initiative responsibly
          vi. To understand our place in our family, school and society

b. **Objectives for Social Development**

i.   To feel able to express emotions such as love, joy, hope, anguish and fear

ii.   To be sensitive to the needs and feelings of others iii. To work as part of a group

   iv.   To interact positively across a range of situations, e.g. clubs, sports activities, visits etc.

   v.   To develop an understanding of citizenship and to experience being a part of a caring community

   vi.   To show care and consideration for others e.g. sharing and turn taking

   vii. To realise that every individual can do something well and have something to offer

c. **We will encourage children's social development by:**

   i.   identifying key values and principles on which school and community life is based

   ii.   fostering a sense of community, with common, inclusive values

   iii. encouraging pupils to work co-operatively iv. encouraging pupils to recognise and respect social differences and similarities

   v.   providing positive social experiences – for example, assemblies, team activities, residential experiences, class productions, sports activities

   vi.   helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect

   vii. providing opportunities for engaging in the democratic process and participating in community life

   viii. providing opportunities for pupils to exercise leadership and responsibility ix. providing positive links with the world of work and the wider community

   x. monitoring in simple, pragmatic ways, the success of what is provided.

d. **We may explore the social dimension through:**

English	☐ Circle time skills in speaking and listening. ☐ Social interaction through play ☐ Writing for and communicating with an audience ☐ Group drama work, reading and discussion of social issues in literature ☐ Stories to create awareness of a variety of life experiences
Mathematics	☐ Maths games for social interaction, taking turns and sharing ☐ Working in pairs and groups to gather information and solve problems ☐ Recognising maths skills as a tool for society
Science	☐ Investigation in groups, sharing skills and expertise ☐ Science as a cooperative activity requiring communication and interaction ☐ Science related to issues in society, eg. sex & relationship education, drugs awareness education
Design Technology	☐ Empathy and designing with and for others ☐ Using technology to benefit others
Computing	☐ Working co-operatively ☐ Using data-handling skills to promote understanding of social issues
	☐ Poster design for safety
History	☐ Exploring structures of society, including institutions, e.g. hospitals, hospices, work houses ☐ Looking at children past and present ☐ Understanding the influence of the past on the development of society today
Geography	☐ Local studies to raise awareness of different homes, communities and family groupings ☐ Local amenities: who are they for? ☐ Human influence on the landscape/local economy ☐ Group fieldwork opportunities
Art	☐ Art as a means of learning about people and society ☐ Group work eg. collage, set design, collaborate sculpture etc.

Music	☐ Taking part in performances ☐ Collaborative work and sharing resources ☐ Group singing and composition
Religious Education	☐ Knowing about and understanding the importance of family and traditions within religious faiths and social groups ☐ Study of ideas of community ☐ Researching charities and other religious and non-religious forms of social caring and responsibility
Physical Education	☐ Participation in traditional and creative dance and pair and group work in gymnastics ☐ Enjoyment of team games, showing co-operation, respect for others and their needs
Modern Foreign Languages	☐ Comparing lifestyles and attitudes ☐ Recognising similarities and differences between cultures, in terms of language use as well as social behaviour and issues ☐ The ability to communicate directly with someone who speaks a different language

5. We believe that at the heart of **cultural development** lies the necessity for us all to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

   a. **Aims for Cultural Development**

      i. To develop a sense of belonging to our own culture and being proud of our cultural background
      ii. To respond to cultural events
      iii. To share different cultural experiences iv. To respect different cultural traditions
      v. To understand codes of behaviour, fitting to cultural tradition
      vi. To develop a balanced approach, and accept the value of the contributions of other cultures, past and present

   b. **Objectives for Cultural Development**

      i. To develop an awareness, recognition and appreciation of the Arts, i.e.

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Music, Art, Drama, Literature etc. ii.
To develop a love for learning
iii. To develop an understanding of different cultures and beliefs, including
Christianity iv. To appreciate the values and customs of other ethnic
and faith groups which make up modern British society, and the world
beyond
v. To develop the ability to value these independently

c. **We will encourage children's cultural development by:**

i. presenting authentic accounts of the attitudes, values and traditions of diverse cultures
ii. addressing racism and promoting race equality
iii. extending pupils' knowledge and use of cultural imagery and language iv. encouraging them to think about special events in life and how they are celebrated
v. recognising and nurturing particular gifts and talents
vi. providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
vii. developing partnerships with outside agencies and individuals to extent pupils' cultural awareness, for example, theatre, museum, concert and gallery visits
viii. reinforcing the school's cultural links through displays, posters, exhibitions, etc.;
ix. auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; and monitoring in simple ways, the success of what is provided.

d. **We may explore the cultural dimension through:**

English	☐ Stories and literature form other cultures
	☐ Awareness of issues such as stereotyping and equal opportunities in literature
	☐ Language and meanings in different cultures
Mathematics	☐ Creating Islamic patterns, rangoli patterns and using Roman numerals
	☐ Careful choice of resources and examples to include references to other cultures
	☐ Counting in a different language
Science	☐ Differences and similarities between groups of humans
	☐ Animals from different countries
	☐ Creation stories from different cultures alongside current scientific thinking
	☐ Role of science in different cultures and religions
	☐ Scientific development in relation to others – water supplies, new varieties of flowers and food crops
Design Technology	☐ The effectiveness of very simple technology in some cultures. Instruments from different countries, e.g. cooking utensils. Designs for different climates, e.g. sun hats.
Computing	☐ Assessing information about cultures by using CD Roms, etc. Direct contact with children in other cultures through internet.
History	☐ The story of development of other cultures. Stories of religious leaders and their influence on cultures, both positive and negative. History of contribution of other cultures to science and maths.
Geography	☐ Study of people – especially children living in different countries and comparison with own cultural context. Developing an awareness and appreciation of different styles of everyday life. The influence of environment on societies.
Art	☐ Pictures/sculptures from different cultures
	☐ Visiting galleries and exhibitions to view art from different cultures

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	☐	Art as an expression of culture
Music	☐	Music from different cultures Listening to and using instruments from other cultures
Religious Education	☐ ☐ ☐	The study of different religions as part of a cultural tradition Meeting people from a variety of faiths and cultures, and visiting places of worship Exploring how religious and humanist ideas are expressed in different cultures eg. food, dress, festivals
Physical Education	☐	Dance as an expression of culture
Modern Foreign Languages	☐ ☐	The study of different food and eating habits, literature, leisure pursuits, fashion and life styles as part of a cultural tradition Comparisons of attitudes, e.g. to schools and schooling in different countries

Appendix 3.

BRITISH VALUES AT NORMAND CROFT

1. All schools have a duty to actively promote the fundamental British values of:
   a. **democracy** b. the **rule of law** c. **individual liberty**
   d. **mutual respect & tolerance** of those with different faiths and beliefs.

2. These values were first set out by the government in the 'Prevent' strategy in 2011.

3. By promoting and teaching British values, we aim to ensure that our children and young people understand the importance of respect and leave school more fully prepared for life in modern Britain.

4. At Normand Croft shared values [add link] underpin everything we do.

5. Through reflecting on and discussing shared values with children we actively promote:

   a. **Democracy:**
      i. Children are involved in decision making such as setting their class rules/expectations and deciding how the school rules should be reflected in their own year group.

      ii. Children have the opportunity to have their voices heard through Class Council, School Council and through regular Pupil Parliament debates.

      iii. The elections of school councillors are based solely on children's votes.

   b. **The Rule of Law:**
      i. We teach the importance of laws and rules; these include the laws of Great Britain, societal, school and class rules.

      ii. Rules are consistently and constantly reinforced, explaining the reasons for laws/rules (to govern us, protect us and keep us safe), the

responsibilities we all have to keep these and the consequences when laws/rules are broken.

c. **Individual Liberty:**

    i.   Within school, children are encouraged to make individual choices based on a commitment to our shared values, and knowing that they are in a safe and supportive environment.

    ii.   We provide clear boundaries and expectations for children to help them make good and safe choices.

    iii.   Children are taught to understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our approach to E-Safety, promoting positive behaviour and attitudes to learning, and PSE/Health lessons.

    iv.   Children can also choose to participate in our extra-curricular clubs, can volunteer for school responsibilities and are actively encouraged to make their choice wisely with thought for the implications of their decision on others.

d. **Mutual Respect:**

    i.   At Normand Croft, one of our shared values is respect.

    ii.   We encourage children to realise that their behaviours have an effect on their own rights and the rights of others.

    iii.   Respect is key to our harmonious and productive learning environment.

    iv.   Respect underpins all adult-child interactions in school and dialogue with children and reflective conversations support children to see the importance of respect.

    v.   Displays around the school promote respect and this is reinforced through class rules, the home school agreement and our behaviour policy.

e. **Tolerance:**

    i. Normand Croft is located in a multi-faith and ethnically diverse community. Our school community reflects this vibrancy and diversity.

    ii. We celebrate differences and seek common ground. We characterise our school community as an 'international family' of learners.

    iii. Through class-based discussions, curriculum-based activities and assemblies children are regularly encouraged to share their experiences and feel proud of their religion and heritage, their nationality and family life.

    iv. We will actively challenge any pupil, staff member or parent who expresses opinions contrary to British Values, including any 'extremist' views.

f. **Self-knowledge, self-esteem & self-confidence:** one of our shared values is self-belief and we encourage every child – regardless of any factor – to become a confident member of society with the possibility to make a better society and world.

g. **Personal responsibility for behaviour:** we aim to deal with unacceptable behaviours in a way which can enable children to learn what harm is. We encourage empathy, responsibility and reparation.

h. **Contributing to improving the lives of others:** we encourage children to feel empowered to make a difference and to change other people's lives as well as their own; we support a range of charities, often chosen by the children, parents or staff.

i. **General knowledge of, and respect for, public institutions and services in England:** our curriculum aims to provide opportunities to learn about Britain and its history. We will teach British history to promote an understanding of the changes in Great Britain, resulting in Great Britain as it is today and we will:

    i. teach respect of self, others (regardless of race, background, religion), the environment and the wider world

ii. promote the right for everyone to be treated equally

iii. promote the importance of belonging and the rights and responsibilities this brings

iv. value the contribution of all

v. develop a clear commitment to British values within a deeper understanding our shared values

vi. teach children to actively listen, respect the views of others, question, debate and share

vii. help children to respond positively to the opportunities and challenges of a rapidly-changing world

viii. teach and develop skills in communication technologies, which enable children to engage with, respond and contribute to economic, social and cultural change

ix. celebrate diversity and the richness of our community, sharing and learning together

x. help children to understand democracy, encouraging children to be involved in decision making

xi. provide opportunities to promote British values, explore systems used in British Government and law in order to develop skills of debate, argument and defence as well as decision making skills

xii. invite public services to visit and enable our children to find out more about key services in Great Britain today, such as: fire service, police, NHS, politicians and local councillors etc.

j. **Through our behaviour policy** we will:

i. teach that, as in law, rules ensure that everyone can do their best, be happy and safe

ii. teach that no one is 'above the law' and that the rules of law apply to everyone

iii. teach children to challenge discrimination, support equality for others and to foster positive relationships

iv. encourage responsibility and reflection

v. tackle all forms of discrimination, encouraging children to take responsibility for the identification and opposition of discrimination

vi. uphold the right to hold a faith or belief (or none) ensuring no prejudicial or discriminatory behaviour

vii. use restorative approaches and language when dealing with unacceptable behaviours so that children learn what it means to cause harm, how it feels to be harmed and how to take responsibility and plan for reparation

k. **Through collective worship** we will:

  i. encourage children to care about others
  ii. teach children to show compassion and empathy
  iii. ensure that children understand the similarities and differences between religions, demonstrating the utmost respect of others' faiths and beliefs
  iv. teach tolerance and respect of others' religions and cultures

l. **In teaching children about world issues,** we will:

  i. ensure that all children have a voice to enable them to contribute to the development of the school and we will demonstrate democratic processes to enable children to vote for members to sit on this council

  ii. appoint children to responsibilities so that they gain a sense of responsibility and duty for the good of others