



## British Values at Cathedral School

We take our responsibility to prepare children for life in modern multicultural Britain very seriously. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC, and Philosophy lessons provide excellent opportunities to deepen and develop understanding. Children embrace concepts of, Mutual Respect, Tolerance of different faiths and beliefs, Democracy, The Rule of Law and Individual Liberty, with pride and we continuously encourage them to demonstrate a good understanding of the application of these to their own lives.

Through our curriculum, we ensure children have exposure to a wide experience beyond their local community, during which these concepts are shown, through for example, local community events and church events, class charity work, sporting events, a range of visits to and visitors from places of cultural and educational interests in and around London. Our school's embedded values-based ethos gives them an excellent platform for embracing difference.

### Examples of how British Values are promoted at Cathedral School

#### Democracy:

- Elections for School Councillors, Rights Champions, Eco Monitors and Digital Leaders based on British electoral system, demonstrate democracy in action.
- [Debating Club](#) holds weekly debates. Topics debated include "Should the voting age be reduced to 16?" and "Is British politics failing women?"
- Through the curriculum pupils learn about how democracy worked in ancient civilisations e.g. Benin and Egypt and throughout history with the Vikings and Tudors. Pupils also reflect on what happens when democracy is not respected, through units on World War 2.
- Regular questionnaires allow all pupils to contribute to whole school decision making e.g. following feedback from a pupil questionnaire the SLT decided to relaunch Mathematics as pupils stated that it helped them with mental maths.
- Pupils' own interest in democracy is encouraged through independent project work. Children regularly choose to base their work on themes around social equality e.g. suffragettes and the civil rights movement.

"Children feel listened to and were able to cite examples of improvements they had brought about such as additional play equipment, repair of a water fountain, and more group activities during lessons...Other contributions to decision-making include School Councillors suggestions about how to improve the way teachers mark work, and Senior Leadership team appointments."  
*UNICEF report, September 2013*

"Children were able to cite examples of how they contribute to shaping, assessing and evaluating their learning. A Year 6 pupil said, 'We've been asked to write about which lessons we enjoy most, and how teachers can improve lessons.' Children are encouraged to post their work and make constructive comments on their class blogs." – *UNICEF report, September 2013*

"Class charters, unique to each class, are prominently displayed. Pupils described how they had discussed which articles they felt were most relevant to their class, and the actions needed to uphold them. Staff and pupils sign the charters. A Year 5 charter is worded to show the actions expected of 'responsible adults' as well as the children."  
*UNICEF report, September 2013*

## Rule of Law

- Class charters are consistently reinforced and children take part in generating content of the charters
- Flecki forms encourage pupils to reflect on choices they have made and how to modify their behaviour in future
- Visits from police and fire services reinforce this value
- Children across the school take their role models for others very seriously
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"All pupils' behaviour is impeccable and the caring, supportive lead from older pupils." –  
*Inclusion Quality Mark Assessor November 2014*

"All children interviewed were able to cite a broad range of rights, including the right to be protected, to receive medical care, to have a voice, to education and to play. They understood the universality and unconditionality of rights and could apply this to different scenarios."  
*UNICEF report, September 2013*

## Individual Liberty

- As a Level 2 UNICEF Rights Respecting School we value the idea of individual liberty
- The Inclusion Award assessor was impressed with ways that the Cathedral School Community respects the individual liberty of the pupils
- Cathedral School ensures that pupils have the skills to use the internet safely to aid learning. The pupils were instrumental in setting up the Digi-tell system and the E-safety Code
- Pupils are encouraged to make safe choices and are educated in doing so through the curriculum e.g. in science, PE, PSHE, computing etc.
- All pupils are encouraged to take ownership of their learning, in KS2 this includes deciding on project topics and how to present their work. Pupils also decide on which after school they would like to attend and if they would like to be a buddy reader.

"All pupils' behaviour is impeccable and the caring, supportive lead from older pupils." –  
*Inclusion Quality Mark Assessor November 2014*

"At lunchtime there is a high level of independence, self-management and regulation by the children. Observations of the lunch hall show that children eat well and are encouraged to try foods and 'eat up'; they manage themselves well." *School Improvement Partner report, May 2014.*

"Knowledge of rights abuses around the world have sharpened children's questions and fuelled their desire for action. A parent observed that her daughter "looks with an intelligent eye at what is going on and says, 'That's not right!'"  
*UNICEF report, September 2013*

## Mutual Respect

- The Level 2 UNICEF Rights Respecting School assessor praised the ethos of mutual respect at Cathedral School
- The school mission statement reflects importance of mutual respect for the whole school community
- Inclusion Award report details the ethos of mutual respect at Cathedral School

"Christian values such as service, forgiveness and fellowship are much in evidence. Jesus' commandment 'Love your neighbour as yourself' (Mark 12:31) is put into practice through the relationships, daily actions and policies of the school. For example, the behaviour policy is rooted on Christian principles."  
*SIAS Inspection, March 2013*

"Pupils are very calm, happy, articulate, positive and self-confident and behave very well around the school, in their lessons and in the playground. They speak very highly of their school and its staff, for whom they have great respect and they know that they are listened to." -  
*Inclusion Quality Mark Assessor November 2014*

"The central focus is on the children, for whom the school has very high ambitions and they are encouraged to do their best in everything they do." - *Inclusion Quality Mark Assessor November 2014*

"All staff, parents, governors and pupils spoken to were extremely positive about the school's work and there is a very genuine sense of team effort, of mutual support, of listening and of including everyone, whether they are adults or children.  
- *Inclusion Quality Mark Assessor November 2014*

A letter of thanks from a Year 5 pupil to the Headteacher and posted on the school blog is an example of such mutual respect. It stated, 'Dear Mrs. Scott, when I was putting the iPads and computers away yesterday, I realised how incredibly lucky we are to have them. Thank you very much for the facilities and equipment you have organised to be bought for us.' In response, the Headteacher expressed the value she places on hearing pupils' views and her appreciation of the pupil's thoughtfulness in taking the time to write. Pupils understood how they respect each other's right to learn, such as turn-taking, listening when someone else was speaking.

*UNICEF report, September 2013*

### **Tolerance of different faiths and beliefs**

- A whole school World Faiths Week takes place at the beginning of each year, pupils are given the opportunity to learn from and about world faiths
- There is a focus on visiting range of places of worship including mosques and synagogues as well as welcoming visitors from different faiths
- At Cathedral School we do not tolerate prejudice based bullying or bullying of any kind, 2 members of staff are trained to lead Kidscape Bullying Intervention Training across the school.
- We celebrate range of faiths and beliefs at school through international evening, International Week and by valuing the experiences of pupils e.g. children in Reception learnt about pilgrimage when one of their Hindu peers went on pilgrimage.

"The school celebrates the diversity of its community and promotes an inclusive approach. This is apparent in the curriculum which has a strong global citizenship dimension, and in the range of ways that children are encouraged to share their views and participate in the life of their school.  
- *UNICEF report, September 2013*

World Faiths Week is held every year. This provides an opportunity to celebrate and respect other faiths, their communities and holy places. There is great respect for those of other faiths and backgrounds. RE helps promote this within the school's ethos of respect for all.  
*SIAS Inspection, March 2013*

The school development plan (SDP) is written wholly in the spirit of the Convention, and explicit reference to RRS is made in respect of further embedding it in the curriculum, achieving Level 2 status, training Year 6 peer mediators, and deepening pupils' understanding of the diversity of other children's lives within and beyond the UK.

*UNICEF report, September 2013*

A pupil's prayer included the petition: 'Please help the countries who signed up to the UN Convention on the Rights of the Child receive the rights that every child deserves now as we pray. Amen.' Strong partnerships have been forged with schools in the UK and beyond to develop children's global conscience.

*UNICEF report, September 2013*

### **Other examples of how British Values are promoted at Cathedral School**

- During the summer term 2015 members of the clergy are leading a series of assemblies focusing on faith in Britain
- Pupils had the opportunity to visit Downing Street and meet the Prime Minister as part of the Royal British Legion's Centenary Poppy Campaign
- The whole school were invited to Southwark Cathedral to greet Her Majesty the Queen