

How Christ the King Prepares Children for Life in Modern Britain

It is important that we prepare our children for life in a multi-cultural, multi faith, wide and diverse society. We ensure that the fundamental British Values are lived out, taught and modelled to the children in our ethos and through our curriculum. All curriculum areas provide opportunities for developing key concepts and values. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives. Christ the King strives to broaden children's experiences so they go beyond their own communities: linking with partners across Europe, experiencing life in our capital city and working to improve our own community.

These are not values to be learnt about: they are values that need to be developed and grown within our children. It is therefore paramount that all of us show example and leadership in promoting these values. As a school community we need to live these values out and be role models to our children. The school ensures that these are promoted through our actions and also incorporates them into the curriculum, at an age-appropriate level, so the children and society benefit.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	<p>Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect'. Pupils take part in discussions and lead assemblies related to what this means and how it is shown. Opportunities are taken in class to discuss incidents in the media where respect is not shown so they learn the implications of it and the effect on others. All adults working in school must model this through their actions so this is promoted. The school works hard to ensure its behaviour policy is lived out by all within the school and takes positive action when any person may act in a way contrary to this. Mutual respect is something that must be lived and experienced. We are fortunate to live in a community of other faiths and we work in partnership with them to develop mutual understanding and respect. This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. The children are taught about the key world faiths and always seeks to work with the wider community in any way possible</p>	<p>Clear program of planned PSHE Collective worship is planned so that key issues are explored. Visits to other churches and places of worship within their community ie visit to Sikh temple, visit to Newcastle synagogue RE curriculum RE planning and workbooks. Learning Walks for behaviour and behaviour for learning School Values</p> <p>All staff Prevent trained</p> <p>Effective communication between staff and thorough recording of any incidents where this is not show with recorded action.</p>	<p>Children to live out 'respect' and see it modelled to them. 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. Children in KS2 in particular are able to use the language of respect and they live it out with understanding.</p>

Democracy	<p>This means that everyone who lives in a particular country or a community and even a school can get involved in the way that country is run. For children we begin by teaching them from their perspective: when they and their friends have different ideas about what game to play – how do they decide what to do? The fairest way could be to have a vote and go with what most of them want. Children are taught to respect other people’s views and to accept other people’s decisions when it’s for the good of the majority. This is developed in lessons, at playtimes and throughout school life. The most common type of democracy is called a representative democracy where people are chosen to vote on all the decisions. They are chosen by the people in an election – that’s another word for a vote! Children decide on their class representatives each year (School Council, Eco Warriors, Chaplains, Digital Leaders, Reading ambassadors). They make it very clear what they believe in and then it’s up to the children to vote for those they think would best represent them. The older children also visit London to see Parliament and to visit Downing Street</p>	<p>The establishment of a ‘Pupil Voice’ within the school through a democratic act. All children’s representative groups are selected through ‘elections’ modelling the democratic process.</p> <p>Lower KS2 visit local places of democracy ie town hall and Upper KS2 visit London and the Houses of Parliament to see national democracy in action.</p> <p>RE planning and work books.</p> <p>Learning Walks for behaviour and behaviour for learning School Values</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.</p> <p>They respect when sometimes their choice is not chosen as the choice of the majority was taken.</p> <p>They recognize and understand that sometimes the needs of the majority can be greater than the choice of an individual and respect that.</p>
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Rule of Law	<p>It is important for children to realise that rules are there to protect the common good. In school we have golden rules in every classroom and these are discussed at the beginning of each academic year. Teachers revisit these rules with the children when appropriate. It is from these starting points that children need to learn that rules are there to help protect all and they help our communities and they protect people. Children are used to debating and discussing laws/rules and their application.</p>	<p>Class Charter School Rules/Learning Behaviours School Values PSHE/Citizenship lessons on the role of law and parliament School Council meetings Collective Worship. RE planning and work books. Learning Walks for behaviour and behaviour for learning</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to these.</p>
Individual Liberty	<p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. 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. Whether it be through choice of challenge, or of participation in our numerous extracurricular clubs and opportunities, pupils are given the freedom to make choices.</p> <p>Our Values based discussions and acts of worship begin 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. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts.</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Children are able to show independence in learning and to think for themselves.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>