

**St. Anne's Catholic Primary School**  
**British Values Evidence and Impact statement 2018-2020**



Value	Evidence	Where to find evidence?	Impact
Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith	<p>Assemblies</p> <p>Prayer group</p> <p>House points system</p> <p>European languages day</p> <p>Cedermeal @ Easter (Judaism)</p> <p>Borreaton/ Conway residential (multicultural)</p> <p>Joined in with 1,000,000 children praying the rosary around the world.</p> <p>Gospel value certificates</p> <p>Star of the week certificates.</p> <p>Work with SACRE (standing advisory council on religious education)</p> <p>Dementia friendly school</p> <p>Links with St. Mary's C of E Church – trips each Easter/ Christmas to sing carols with other school in area. Visitors from St. Mary's to lead assemblies.</p> <p>Links with NEP schools (faith and non-faith schools)</p> <p>Curriculum maps (eg. Y4 Islam, Y5 differing, various topics)</p> <p>Advent around the world</p> <p>Global family display</p> <p>Having Italian work experience pupils join us for a week.</p>	<p>*EARWIG</p> <p>Assembly files (KS1/ KS2/ whole school)</p> <p>Prayer group file</p> <p>Website</p> <p>PSHE books</p> <p>RE books</p> <p>Weekly newsletters.</p>	<p>Pupils can articulate why respect is important, how they show respect to others and how they receive it from others.</p> <p>Pupil behaviour demonstrates the understanding of mutual respect. Behaviour at St. Anne's is outstanding. Analysis of behaviour system shows very little behavioural issues.</p> <p>Pupils are confident in asking questions and showing respect for other faith groups and religions.</p>

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	<p>Anti-bullying week activities.(BLUE day/ odd sock day)</p> <p>Pupil questionnaires.</p> <p>School house teams.</p> <p>RE curriculum – The Way, The Truth, The Life</p>		
individual liberty;	<p>Mission statement – Aims and values at St. Anne's.</p> <p>Y6 war topic</p> <p>Work with CONNECT</p> <p>Behaviour policy</p> <p>Dementia class workshops. (run by Leighton hospital)</p> <p>Work with Nantwich in Bloom</p> <p>Work with Nantwich museum – sense of community.</p> <p>Making Poppies at St. Mary's for remembrance day.</p> <p>Singing carols to local residential home each year.</p> <p>Choir sing at Cheshire show/ Reaseheath family day.</p> <p>Choir singing at Crewe train station.</p> <p>Lent appeal</p> <p>Minnie Vinnies</p> <p>Work with Mac Millan</p> <p>Work with St. Luke's hospice.</p>	<p>Website</p> <p>EARWIG</p> <p>Questionnaires – action/ impact statemens.</p> <p>PSHE books.</p> <p>Weekly newsletters.</p>	<p>Pupils are developing in their understanding of basic human rights.</p> <p>Pupils are able to accept responsibility for their actions.</p> <p>Pupils take pride in receiving awards, certificates, prizes etc.</p> <p>Pupils always enjoy our fundraising activities and they can appreciate the fact that they are more fortunate than some.</p> <p>Pupils show respect for each other and themselves when playing games and competing in sporting events. We have been awarded the sood sportsmanship award at Town Sports 3 times.</p>

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	<p>Donations to Nantwich food bank.</p> <p>Work with Rotary club, Nantwich (art/ handwriting competitions)</p> <p>PSHE curriculum.</p> <p>Membership to PSHE association.</p> <p>Work with Richmond village (retirement home)</p> <p>Nurture group for our bereaved children (remembrance garden/ trips out)</p> <p>Work with CAFOD</p> <p>Work with missionaries abroad.</p> <p>Helping hands @ lunchtimes.</p> <p>Pupil/ staff/ parent/ governor questionnaires.</p> <p>St. Anne's has got talent.</p>		
Rule of law	<p>School rules – behaviour policy</p> <p>Displays around school</p> <p>Assemblies about rights and responsibilities.</p> <p>Road safety workshops</p> <p>Bikeability</p> <p>Police visits to discuss safety in holidays/ promote good work of the police.</p>	<p>Sportsmanship award at Town Sports</p> <p>EARWIG .</p> <p>Displays in schools.</p> <p>Classrooms.</p> <p>Policies – website</p> <p>Pupil voice activities.</p>	<p>Pupils are aware of outside influence and dangers present in their community.</p> <p>Pupils know how to cross the road safely.</p> <p>Y5 are taught how to ride a bike safely on the streets/ roads.</p>

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	<p>Fire service visits – smokebusters/ fire engine visits</p> <p>Rail staff visits to promote safety around the railways.</p> <p>Y6 buddies to new Reception children – good role models/ promote school rules.</p> <p>Competitions (inter/ intra) that promote rules in sport and good sportsmanship.</p> <p>Whistleblowing policy</p> <p>Safeguarding policy</p> <p>DBS check – single central records.</p>	<p>PSHE books.</p>	<p>Pupils follow rules for different sports well.</p> <p>Pupils come up with their own class charter and follow it well, due to the fact that they have ownership of this.</p>
Democracy	<p>House captains who are voted for by all of KS2 children after giving speech as to why they should be house captain.</p> <p>School council who are voted for in all classes.</p> <p>Lolly sticks in each class to ensure fairness and that all children participate in lessons.</p> <p>Parliamentary pack</p> <p>Eco council – apply to be an eco-councillor and why they should be chosen/ what they could bring to the role.</p> <p>Art ambassadors</p> <p>PE ambassadors</p> <p>Y6 debate (Ancient Greece topic) – threat to democracy.</p> <p>Class based activities such as circle time,</p>	<p>Pupil voice.</p> <p>EARWIG</p> <p>PSHE books</p> <p>School leaders</p>	<p>Pupils are able to work co-operatively in pairs/ groups and in whole class situations.</p> <p>Pupils are developing an understanding of their rights and responsibilities.</p> <p>Pupils feel listened to (as taken from pupil questionnaire)</p> <p>School council is the driving force behind changing our dinner menus/ putting on our talent show/ improving playtimes etc.</p>

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	reflection time, kagan structures – working co-operatively in a group or in pairs. Assemblies (eg. Pupil voice week)		
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\*EARWIG academic timeline (online system where photographs are stored)