

## St Michael's Federation

### British Values

The heart of our federation reflects our caring, Christian ethos as church schools. We aim to promote Christian values throughout our curriculum and these values underpin our federation ethos and character. When you visit our welcoming village schools it will be obvious to a visitor that we are church schools. Our federation curriculum has a breadth and balance and promotes preparation for and an appreciation of life in modern Britain. We give the spiritual, moral, social and cultural development of our children much emphasis. Please do take time to read our recent SIAM reports where this is captured.

**Working, learning, playing, praying and believing together  
we will be stronger.**

**The Federation of Onny and Lydbury North C of E (A)  
Primary Schools seeks to serve the community in an  
atmosphere of mutual trust and respect.**

**Prayer and Worship are at the heart of our daily life.**

**Each and every child is held in the love of God and their  
uniqueness, progress and achievements celebrated.**

**We foster a happy, nurturing, stimulating environment  
which motivates children, promoting self-esteem and the  
confidence to thrive in the wider world.**



See SIAM reports

Onny C of E (A) Primary School and Little Pippins Nursery – “Good” December 2014

Lydbury North C of E (A) Primary School and Nursery-“Outstanding” December 2015

It is important to us as educators to promote these values to give our children the skills to become caring British citizens who have strong values and a respect for the differing views and cultures of others

The qualities of the spiritual, moral, social and cultural education of our children encompass:

### Spiritual development

- ❖ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- ❖ sense of enjoyment and fascination in learning about themselves, others and the world around them
- ❖ use of imagination and creativity in their learning
- ❖ willingness to reflect on their experiences.

### Moral development

- ❖ ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- ❖ understanding of the consequences of their behaviour and actions
- ❖ interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### Social development

- ❖ use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ❖ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ❖ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### Cultural development

- ❖ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- ❖ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- ❖ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- ❖ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- ❖ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.