



The William Amory Primary School & Nursery

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Developing the Whole Child Charter

School is well placed to teach children the academic skills for future success. However, **in partnership with the child's parents**, schools play a vital role in shaping their character, morals, values and traits. We aim to do this through a combination of spiritual, moral, social and cultural education and supporting the recognition of British values. Our intent is to provide for the personal development of all pupils through high quality learning from a broad and balanced curriculum combined with classroom strategies to promote independence, resilience and empathy. Additionally, we aim to develop the whole child also through sport, drama, and other extra-curricular activities.

We aim to develop:

- A set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others,
- Pupils' confidence, resilience and self reliance,
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, religion or belief, race, , sex or sexual orientation,
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

We aim to promote:

- Equality of opportunity for all pupils to thrive together, understand that difference is a positive, not a negative, and that individual characteristics make people unique.

We aim to enable:

- Pupils to recognise online and offline risks to their wellbeing – for example, risks domestic abuse, criminal and sexual exploitation, forced marriage, female genital mutilation, radicalisation and extremism, substance misuse, gang activity.
- Pupils to recognise the dangers of inappropriate use of social media.

We will support:

- Readiness for the next phase of education, training or employment so that pupils are as equipped as they can be to make the transition successfully.

We aim to enhance:

Spiritual development:

- Knowledge of, and respect for, different people's faiths, feelings and values.
- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Willingness to reflect on their experiences.

Moral development:

- 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.

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.

Social development:

- 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- 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.

Cultural development:

- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the 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.

Democracy,

- In general years we have a school council from R to Y6 which acts on the voice of the pupils and reports to them. In addition the curriculum throughout encourages respect of public institutions and services.

Rule of law,

- Children follow rules in school and understand the purpose of them. They are aware of the role of police officers as part of the curriculum (Reception – People who help us).

Individual liberty,

- Assemblies and class teaching cover this area with clear messages on responsibility and choices. We have a clear bullying policy and procedure.

Mutual respect,

- Similar to above, children receive message about respect which goes hand in hand with liberty.

Tolerance of different cultures and religions.

- RE and religious stories in assembly encourage tolerance. Fundraising for others is an important part of the school culture.

British values is a discrete part of the Year 5 Curriculum

Please additionally refer to the school's Relationship and Sex Education policy.

July 2020.

