

St Mary's Catholic Primary Schools Trust



'Aspire not to have more, but to be more'

(Oscar Romero)

British Values Policy

Introduction

In all that we do at St Mary's Catholic Primary Schools Trust we seek to fully live up to the mission statement of our entire school community, namely to

'Aspire not to have more but to be more'.

This provides a secure foundation for our work to ensure the understanding and practice of British values imbued with our Christian faith.

British values have largely evolved from the Christian traditions of Great Britain, embellished and enriched by subsequent input from a diversity of traditions, and are a reflection of the 10 commandments.

Christian values are embedded in our school life. We have an obligation to ensure that our pupils learn about these Christian values and are they practise them through the opportunities and high standards that we offer at St Mary's

What We Do and Plan to Do

- Pupils learn from the Foundation Stage that all are created equal in the sight of God and they are taught by example and through the rest of the curriculum to see that God-given dignity in all humankind. This behaviour is modelled by staff and by the pupils. Therefore, to show how mutual respect is an expected observable behaviour throughout both schools.
- Pupils learn that as individuals and as a school community we need rules. Pupils, for example through each class and the School Council, help to review and make some of the school rules and to understand that some rules are made for us. They are taught about and learn respect for the law in class learning, shared worship and assembly time. This is revisited in PSHE lessons. The History Curriculum also focuses on the rule of law.
- Pupils learn about reconciliation in Religious Education and this is applied through the school's approach to behaviour management. This helps the pupils' growing sense of and understanding of the difference between right and wrong.
- Pupils are encouraged to show initiative and to participate in identifying needs and responding to ensure the well-being of fellow pupils. This is exemplified in their understanding of the term 'neighbour' in the widest sense and through the commandment to 'Love thy neighbour as thyself' and their intolerance of any bullying.
- Pupils are provided with rich opportunities to take responsibility and to show care for others. Older pupils are act as mentors for younger children as their prayer partners. They undertake a range of community activities at various times in the year, for example visiting and singing at homes for the blind at Christmas time. Pupils nominate and choose charities which they very successfully support. A strong focus on the work of Cafod reinforces learning about justice, fairness and liberty.
- The school's celebration and certificate assembly provide further opportunities for pupils to show initiative, recognise responsibility and to demonstrate the skills and attitudes that will help them prepare to participate and contribute as active and involved members of British Society.

- Pupils practise democracy and through elections to the vibrant School Council and for the roles of team captains and vice captains. More is learned about democracy in history topics, particularly when studying the Second World War and dictatorship.
- As pupils get older we place a greater emphasis on following current affairs and the news media, providing opportunities to discuss the news and to grow in discernment. This includes a weekly news quiz for older pupils and the opportunity to watch age appropriate bulletins in class and discuss the contents.
- PE and sport help to develop a sense of fair play and the participation of all.
- Our Religious Education formation is Christian and specifically Catholic, helping the pupils grow in their faith. Pupils also learn respect for and about the importance of faith to those of other faiths or none. A high priority is placed on arranging visits to meet with and see the places where others worship.
- In Key Stage 2, links are regularly reinforced with children from schools of other faiths, in order to give children, the opportunity to learn respect and tolerance for those with beliefs other than their own.
- Professionals in school regularly update PREVENT training and have a responsibility to disseminate new learning in this area in an appropriate way to colleagues and pupils in the school. For younger children the focus is on communicating this important message to older family members in the wider school community, and flagging and reporting behaviour not in keeping with the British Values promoted in school.

Monitoring and Evaluation

The Governing Body and the Executive Headteacher are confident that our schools promote community cohesion, provide excellent PHSCE in and equip pupils to be good future citizens.

1. The SLT will maintain an annual overview of school activities that contribute to the skills and learning for British Values. The Executive Headteacher will use this and the reporting from meetings with class teachers to make an annual statement to Governors on the school's work in relation to British Values.
2. Key Stage phase leaders will discuss with their class teachers at least annually the curriculum opportunities that they have used to develop British Values and to propose ideas and plans for this in the future. The outcomes of these discussions will be shared with the SLT.
3. Governors will review their statement/policy as necessary in the light of the above feedback.

Date approved by Governors	Learning and Wellbeing Committee
Date that this policy is active	30.3.23
Date of next review by Governing Body	2025