

St Mary of the Angels is a Catholic primary school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) and the foundation of the entire educational process. The key aspects are below (bold black words are key indicators in the DfE guidance about British values, and **our practice is in red.**)

Democracy

Having a school council (**Pupils elect an active School Council, who have a budget, each September.**)

Taking part in debating sessions (**for example, our KS2 'EU referendum' pupil debate**)

Highlighting the development of democratic ideas in history lessons (**the Roman Empire in Britain and how civilisation learnt from it/democratic ideas started to develop – KS2**)

Allowing pupils to vote for leaders (**such as our Junior Recycling Officers and Road Safety Officers**)

Ensuring all pupils are listened to by adults (**"pupils say they feel very safe in school and are confident to share any concerns with staff because they know they will be listened to"; OFSTED 2013. "They are happy in school and know that they can always go to an adult if they are worried or upset." S48 Ofsted June 2016.**)

Inviting MPs and other speakers to the school (**eg our MP took a group of Y6 around Parliament; local officer and brigade members visited Reception class in September 15, to talk about the role of the police/fire service etc.**)

The Rule of Law

Classes creating "class rules" (**Each class has its own rules, displayed and used. "There is total commitment to living out the Mission Statement in all areas of school life." S48 Ofsted June 2016.**)

Having a clear behaviour policy that is explained to all (**In place; Ofsted 2013 said "Pupils are exceptionally well behaved at all times" "children's behaviour is excellent" Ofsted 2016.**)

Organising visits from the police service to reinforce the message of right and wrong (**We have visits from local public servants, fire brigade (fire safety), PCSO (community safety etc) and Network Rail (danger from the electrical lines situated behind school) which all tell pupils about right and wrong.**)

Highlighting the rules of the Church and God in the RE curriculum, for example the 10 commandments and the Precepts of the Church (**these are taught in our RE scheme and practised in school.**)

Individual Liberty

Encourage students to be independent in their learning (**we have been part of a major assessment for learning project in the North West, with assessment guru Prof. Dylan William; and students have lots of strategies used daily to encourage independence in learning**).

Provide students with opportunities for reflection as they take responsibility to discerning their vocation (**junior pupils attend 'retreat' sessions in North Wales to reflect on their spirituality and their futures**)

Mutual respect and tolerance

- Having a Mission Statement that is inclusive (**devised by staff, pupils, governors and parents, in consultation, 2015 – parents feedback collated in HTs office; and very positive**)
- Constantly promoting respect via good manners (**Ofsted 13 "Pupils are very well mannered" & 2016, "Children are polite, extremely well mannered and keen to help and look after each other."**)
- Reinforcing the value of everyone's opinions in class debates (**Ofsted 13 said "Pupils support and encourage each other in lessons" & in 2016, "Children's suggestions are listened to and consequently they feel valued"**).
- Having an effective anti-bullying policy (**Parents were asked in a questionnaire in January 2015 if "This school deals with any cases of bullying quickly and effectively. (Bullying includes persistent name-calling, cyber, racist and homophobic bullying)." 97% of parents agreed or strongly agreed.**) Bullying is discussed in assemblies (eg 23.9.15) and pupils say that they know what to do if it happens
- Emphasising in RE and PSCH lessons that every person is unique and "created in the image of God" (the core of our curriculum)
- Having active educational links with other schools (**our head has chaired the local education partnership for over 10 years, with many positive learning outcomes for pupils and quality CPD for staff and governors; and he's now is on the executive board of the local Teaching School Alliance, enabling innovation and best practice to be shared in our school and beyond.**)
- International friends (**a unique, annual, embedded primary foreign exchange with a school in Spain**)
- Supporting charitable works (**pupils devise their own fundraising for CAFOD, our overseas charity**)
- Tolerance of those with different faiths and beliefs (**we have had annual visits for staff, to and from our partner school in Tanzania eg we've learnt 'first hand' about the Maasai life and beliefs, from our Maasai visitors, through assemblies and discussions**)

"Global issues...provide children with experiences which enrich further their educational provision; and develop their understanding of, and respect for, other beliefs and cultures." (S48 Ofsted 2016.)

- Highlight how Religious Education provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of others (**Our Catholic scheme is enhanced by a termly topic on Judaism/Hinduism/Islam etc, supported with resources from our multi-faith centre, to which we subscribe**). We also teach that Jesus encouraged tolerance, in stories such as The Good Samaritan.