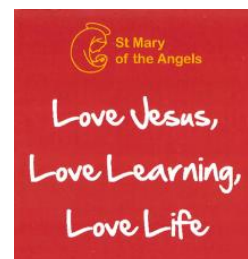


# St Mary of the Angels Catholic Primary School

## British Values Policy 2024-2025



### Love Jesus

### Love learning

### Love life

This policy builds on the previous policy and will be reviewed in May 2025

#### British values

The Department of Education states that schools must “enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” This is supported by Ofsted, who within the Revised Framework (May 2019) suggest that inspectors will judge the effectiveness in which the provider prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society. Furthermore, schools should be developing their understanding of fundamental British values, developing their understanding and appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

At St Mary’s, we embrace the fundamentals of British values as they are deeply rooted in our own Christian beliefs: beliefs on which we build our faith and schools with a deep emphasis on every child fulfilling their God given potential. We recognise the importance of helping our children to flourish academically, but also spiritually, morally, socially and culturally ensuring they are fully prepared for life in a modern, multi-cultural British society. In doing so, we believe we are developing young people who will go out and make a positive change for the Common Good of all.

We use a range of sources to teach the importance of British values, each underpinned by our Catholic framework, The Way, The Truth, The Life. This provides children with the context and meaning for understanding why British Values are important by drawing on examples of Jesus’ teachings.

We understand the Fundamental British Values as:

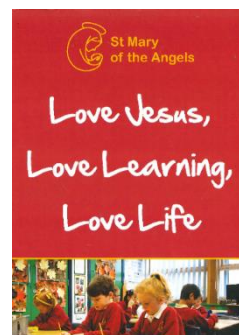
- Democracy
- Individual Liberty
- Rule of Law
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Together, aligned with our Christian values of respect, compassion, co-operation and stewardship, we reflect on our place and purpose in the world. We simultaneously celebrate individuality and difference within our communities and share the calling to work for the Common Good, in the service of others. The examples that follow are just some of the ways

that 'British values' are embedded into our everyday life and curriculum at St Mary of the Angels:

### British Values at St Mary of the Angels

The government set out its definition of 'British values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalisation of young people. British values are considered by the present government to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.



*"We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our schools promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds."* **Paul Barber (Catholic Education Service 15 December 2014).**

At St Mary of the Angels Catholic Primary School, we recognise, not only the importance of helping our children to flourish academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the Common Good of all.

We teach the importance of British Values by going much deeper into the meaning of what it means to live a good life, within a framework of Catholic Christian Values. This provides the context and meaning for understanding why British values are important. Our framework for understanding British values draws on the example of Jesus and his welcome and inclusion of all, which is developed in Catholic Social Teaching.

At St Mary's, we provide an education which focuses on the formation of the whole person and on our vocation and purpose in life. We place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work for the Common Good, in the service of others. Our Catholic ethos, which includes Christian and British values, makes a difference to the way we work together and with our wider communities. Within this framework it would be impossible to overlook the government's view of British values expressed as 'democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.'

### Democracy

- An active school council (**Pupils elect an active School Council, who have a budget, each September and work closely with the SLT**) *"The school provides very rich experiences that help pupils to develop a strong and caring character and help them to understand the difference between right and wrong.."* **Ofsted 2019.**
- Taking part in debating sessions (**examples of Bullfighting debate in Year 6, Plastics debate in Year 5**)
- 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 know that the school keeps them safe. They know whom to go to if they are worried about anything. Pupils told us that there is no bullying in their school.” OFSTED 2019.**
- **“They are happy in school and know that they can always go to an adult if they are worried or upset.” S48 RE Inspection**
- Inviting democratic & public service speakers to the school **(eg Member of Parliament Justin Madders held a discussion with our School Council and visited all classes in 2022 to talk about his role in parliament)**
- Celebrating special times in our democracy **(eg Queen’s 70<sup>th</sup> Jubilee celebrations 2022, the passing of Queen Elizabeth II and plans for the Coronation of King Charles III on 6<sup>th</sup> May 2023)**

### The Rule of Law

- Classes creating “class rules” **(Each class creates its own rules and expectations of children and staff during transition days. “There is total commitment to living out the Mission Statement in all areas of school life.” (S48 Denominational Inspection.)**
- Having a clear behaviour policy that is explained to all **(“Pupils work very hard and behave well because teachers expect them to. They listen to adults and to each other and do what they are asked to do straight away” Ofsted 2019.)**
- Organising visits from the police service to reinforce the message of right and wrong **(We have visits from local public servants, such as 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 daily in school and through weekly Gospel assemblies.)**

### Individual Liberty

- Encourage students to be independent in their learning **(Students have lots of strategies used daily to encourage independence in learning, as demonstrated in our Marking and Feedback Policy, Key Stage 2 children take responsibility for wider school responsibilities e.g. Eco Warriors looking after our sensory garden, School Council Litter Picks).**
- Provide students with opportunities for reflection as they take responsibility to discerning their vocation **(junior pupils attended ‘retreat’ sessions in North Wales to reflect on their spirituality & their futures, ELSA Forest School sessions bases on social and emotional wellbeing, bereavement Forest School sessions based on loss)**
- Having aspirations and aiming high, to achieve your own potential **(Year 5 and 6 Ellesmere Port Careers Days at the further education college, working with local industry, other career providers and discussing study & career pathways, links to Chester University.)**

## Mutual Respect and Tolerance

- Having a Mission Statement that is inclusive (**devised by staff, pupils, governors and parents, in consultation – parents feedback collated in HTs office; and very positive. Mission statement revisited in September each year to emphasise the importance of the message by all year groups.**)
- Constantly promoting respect via good manners (**Parental questionnaire 2022, 100% of parents said “St Mary of the Angels helps my child in learning how to behave respectfully.”**)
- Reinforcing the value of everyone’s opinions in class debates (**Ofsted 19 said “Pupils listen to each other and listen to adults.....pupils really enjoy their education”.**)
- Having an effective anti-bullying policy (**2019 parental questionnaire statement - “This school deals effectively with bullying.” 99% of parents agreed or strongly agreed. Bullying is discussed in assemblies – with our Safeguarding Governor, termly - and pupils said to inspectors that they know what to do if it happens, and that it’s dealt with swiftly. Childline did work on this in school with pupils in 2019. Pupils told Ofsted inspectors in 2019 that there is no bullying in the school.**)
- Emphasising in RE and PSCHE 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 (**many successful partnership, such as the Ellesmere Port and Neston Sports Partnership, Big Maths, STEM and the Amazing arts festival, with many positive learning outcomes for pupils; pupils attend transitions and Science Club in our local high school, with other schools, moderation cluster with group of local schools in English and Maths**)
- International friends (**many years of a unique, annual, embedded primary foreign exchange with a school in Spain, until COVID. Still some social media connections**)
- Supporting charitable works (**pupils raise money for a plethora of different charities including Box of Love shoebox appeal, CAFOD, Going Green days, Dementia workshops, Macmillan coffee mornings, supporting local foodbanks during harvest, strong connections with Naylor Court Care Home – including throughout COVID-19**)
- Tolerance of those with different faiths and beliefs (**we have held celebrations of diversity e.g. multi faith weeks, Loi Krathong, Islam, Judaism etc with a prominent display of learning in our atrium. Prayer around the world focus day.**)
- **“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 Denominational Inspection)**
- 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 (**In addition to the statements above, the core of our Catholic faith is about tolerance, justice, peace and acceptance. We also teach that Jesus encouraged tolerance, in stories such as The Good Samaritan and learn about different faiths and cultures in Year 5.**)