



ST PATRICK'S CATHOLIC PRIMARY AND NURSERY SCHOOL A VOLUNTARY ACADEMY

Promoting British Values

Reviewed: November 2021

Context: Schools, through their curriculum, are legally bound to 'actively promote' the fundamental 'British values'.

Legal basis:

- Equality Act 2010
- Ofsted Framework and Handbook September 2014

British Values are considered to be.....

Ofsted	Democracy	The rule of law		Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs
DFE	Respect for democracy and support for participation in the democratic process.	Respect for the basis on which the law is made and applies in Britain.	Support for the equality of opportunity for all.	Support and respect for the liberties of all within the law.	Respect for, and tolerance of, different faiths and of religious and other beliefs.

At St Patrick's Catholic Voluntary Academy, we 'actively promote British values' by:-

- Focusing on, and showing how, the school's work is effective in securing these values.
- Challenging any pupils, staff or parents who express opinions contrary to 'British' values.

St Patrick's Catholic Voluntary Academy provides the following experiences and opportunities to promote fundamental British values:-

Democracy	
Provision	Some examples
Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services	<ul style="list-style-type: none"> • Foundation stage and Key Stage 1 curriculum – People who help us, heroes • Visiting speakers from the police, fire brigade etc • Cafod Charity presentations
Teach pupils how they can influence decision-making through the democratic process	<ul style="list-style-type: none"> • Elections for Pupil Voice Team based on their memorandums • Pupil Voice elected members assemble and consider school community suggestions and feedback to the headteacher. • School community reads and hears the responses of the Pupil Voice team on the PV board. • Chaplaincy team consider and act on suggestions by children. • Pupil questionnaires and interviews by SLT and Subject Coordinators is reported back to school community. Areas for development are included in Improvement plans. • Play Leaders decide based on the interests of pupils what play provision to organize.

Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain	<ul style="list-style-type: none"> • Pupils experience debate and silent debates in lessons, and develop understanding of clarity of expression, and listening to others' opinions. • PSHE lessons • Nonfiction percussive text writing
Encourage pupils to become involved in decision-making processes and ensure they are listened to in school	<ul style="list-style-type: none"> • Pupil Voice • questionnaires • Class rules • Mission Statement Reviews • Choosing of House Saints & Charities to support • Planning liturgies in classes and whole school
Hold elections e.g. for Pupil Voice, so pupils learn how to argue and defend points of view	<ul style="list-style-type: none"> • Pupil Voice meetings engage children in debate, public speaking, listening • House Team Assemblies –reports from Pupil Voice leaders. • Sharing of views and opinions during lessons.
Help pupils to express their views	<ul style="list-style-type: none"> • Pupil Voice meetings engage children in debate, public speaking, listening • House Team Assemblies –reports from Pupil Voice leaders. • Sharing of views and opinions during lessons.
Teach pupils how public services operate and how they are held to account	<ul style="list-style-type: none"> • Foundation Stage/Key Stage 1 curriculum people who help us, heroes, European Travels etc • Visits by public services • DARE, Street Aware in Yr 6
Model how perceived injustice can be peacefully challenged	<ul style="list-style-type: none"> • Conflict resolution procedures modeled on a daily basis by staff • ELSA supports pupils with anger management difficulties in learning how to handle their feelings and resolve matters peacefully. • PSHE • Use of emotion coaching for behavior management and SEND • Religious Education curriculum – discussion and role play.

Rule of law	
Provision	Evidence
Ensure school rules and expectations are clear and fair	<ul style="list-style-type: none"> • Revisited annually with pupils via code of conduct • Pupils decide on sanctions and rewards linked to behaviour system • Consistent use of Behaviour Policy across school. • Teachers and Pupils agree Class rules annually. • The School Mission Statement is reviewed by staff, children and Governors.
Help pupils to distinguish right from wrong	<ul style="list-style-type: none"> • The Religious Education curriculum • School Code of conduct • Collective Worship/Masses and assemblies and Liturgies. • D.A.R.E & Street Aware Training • Peer on Peer Abuse and Anti Bullying Training
Help pupils to respect the law and the basis on which it is made	<ul style="list-style-type: none"> • Impact of Behaviour Management policy on school community • Staff as positive role models. • Discussion about news items around the world, country.
Help pupils to understand that living under the rule of law	<ul style="list-style-type: none"> • Religious Education topics • Discussion about news items around the world, country

protects individuals	<ul style="list-style-type: none"> • School Rules and Code of Conduct discussions • Progressive curriculum reflects world events e.g. refugees in yr 6
Include visits from the police in the curriculum	<ul style="list-style-type: none"> • Community Police visit • People who help us topics • DARE & Street Aware
Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws	<ul style="list-style-type: none"> • Religious Education topics – Ten Commandments etc • P.S.H.E
Develop restorative justice approaches to resolve conflicts	<ul style="list-style-type: none"> • Embedded in the Behaviour Management, racist incident and bullying policies to bring about greater tolerance, understanding and reconciliation. • ELSA works with individual children to develop their skills of conflict resolution. • Religious Education topics related to reconciliation and forgiveness • Use of emotion coaching to manage behavior and encourage children to accept responsibility for their actions

Individual liberty	
Provision	Evidence
Support pupils to develop their self-knowledge, self-esteem and self-confidence	<ul style="list-style-type: none"> • PSHE curriculum • Rewards system regularly and consistently applied. • Religious Education topics • Class lessons turn taking and speaking and listening • Celebration of individual achievement and talent in assemblies • Opportunities for personal development through roles of responsibility e.g. play leaders, chaplaincy, Eco Warriors, pupil voice, house captains
Encourage pupils to take responsibility for their own behaviour, as well as knowing their rights	<ul style="list-style-type: none"> • Discussion around the Behaviour Policy Class rules etc • Religious education topics • Mission Statement • Emotion Coaching as a behavior management approach • DARE training
Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence	<ul style="list-style-type: none"> • Structured debate during lessons being inclusive including the use of silent debates and Talk Less teaching Strategies • PSHE activities • Pupil Voice – all opinions listened to and respected. Action and feedback • Review of policies • Whole school Pupil questionnaires
Challenge stereotypes	<ul style="list-style-type: none"> • DARE, Street Aware • Black Lives Matter Library in every class • Diversity links built into all subjects for all year groups • Heroes Topic in Yr 2 & European Journey in Yr 6 • Religious Education topics/Assemblies • Equal access to Jobs around the school community for boys/girls, ethnicities/religions etc • Black History Week –celebration and awareness raising re key role models for the world. • Aspirations Week

Implement a strong anti-bullying culture	<ul style="list-style-type: none"> • School Behaviour Management policy effective implementation and review of impact. • PSHE • Class rules • Religious Education topics • DARE training • Anti Bullying weeks/days activities • Equality Policy • Peer on Peer Abuse assemblies and work in all classes
Respect and tolerance	
Provision	Evidence
Promote respect for individual differences	<ul style="list-style-type: none"> • Religious Education topics, Liturgies and Masses • DARE training • International Day, Black History Week • Resources and displays around school • Mission Statement • Assemblies on a range of Multi cultural/ other Faith traditions • Celebration of talent • Special theme days with activities raising awareness of cultural traditions and customs. • Black Lives Matter Library in every class • Diversity links built into all subjects for all year groups • Heroes Topic in Yr 2 & European Journey in Yr 6 • Visiting Speakers from other faiths than Christianity
Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life	<ul style="list-style-type: none"> • Religious Education topics, Liturgies and Masses • DARE & Street Aware training • Black History Month • Black Lives Matter Library in every class • Diversity links built into all subjects for all year groups • Heroes Topic in Yr 2 & European Journey in Yr 6 • Resources and displays around school • Mission Statement • Assemblies on a range of Multi cultural/ other Faith traditions • Special theme days with activities raising awareness of cultural traditions and customs.
Challenge prejudicial or discriminatory behaviour	<ul style="list-style-type: none"> • Consistency of approach by staff to incidents involving prejudice and discrimination • School Equality Policy • Behaviour Management Policy • Religious Education topics which include examples of prejudice /discrimination • Assemblies/Mass/Liturgies which address this issue • Black Lives Matter Library in every class • Diversity links built into all subjects for all year groups • Heroes Topic in Yr 2 & European Journey in Yr 6
Organize visits to places of worship	<ul style="list-style-type: none"> • Religious Education curriculum provides experience of visits to range of places of worship.

Develop links with other faith communities	<ul style="list-style-type: none"> ● Religious Education curriculum provides experience of assemblies led by representatives of other Faith traditions etc. ● Support for local, national and global charities
Develop critical personal thinking skills	<ul style="list-style-type: none"> ● Development of higher order thinking skills in the curriculum activities /lessons ● Emotion Coaching
Discuss differences between people, such as differences of faith, ethnicity, disability, gender and differences of family situations, such as looked-after children or young carers	<ul style="list-style-type: none"> ● Religious Education topics ● PSHE/RSHE activities ● Black Lives Matter Library in every class ● Diversity links built into all subjects for all year groups ● Heroes Topic in Yr 2 & European Journey in Yr 6 ● Resources and displays around classes/school ● Active celebration of differences and similarities in curriculum, celebration events, assemblies

This policy will be reviewed annually by the SLT and the Governing Body.