



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

Promoting British Values

Reviewed: January 2015

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:-

- Focussing 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 • Childline Charity presentation • Cafod Charity presentation • Community Police involvement
Teach pupils how they can influence decision-making through the democratic process	<ul style="list-style-type: none"> • Pupil Voice elected members assemble and consider school community suggestions on a fortnightly basis. • School community reads and hears the responses of the Pupil Voice team at assembly and on the PV board. • Chaplaincy team consider and act on suggestions by children. • Pupil questionnaires and interviews by SMT and Subject Coordinators is reported back to school community. Areas for development are included in Improvement plans.
Include in the curriculum information on the	<ul style="list-style-type: none"> • Pupils experience debate in lessons, and develop understanding of clarity of expression, and listening to others' opinions.

advantages and disadvantages of democracy and how it works in Britain	<ul style="list-style-type: none"> • PSHE lessons •
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 • annual questionnaires • Class rules • Code of Conduct Mission Statement
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 • Visits during Health week by public services • Visit to QMC A and E department t by Year 6 • Crime Scene Investigation workshops
Model how perceived injustice can be peacefully challenged	<ul style="list-style-type: none"> • Conflict resolution procedures modeled on a daily basis by staff • Nurturer supports pupils with anger management difficulties in learning how to handle their feelings and resolve matters peacefully. • PSHE • 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 • Pupil Voice revisit Code of Conduct • Teachers and Pupils agree Class rules annually. • The School Mission Statement is reviewed annually 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 Training • Racism 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 protects individuals	<ul style="list-style-type: none"> • Religious Education topics • Discussion about news items around the world, country • Espresso news for children • School Rules and Code of Conduct discussions
Include visits from the police in the curriculum	<ul style="list-style-type: none"> • Community Police visit during Health Week • People who help us topics • DARE

	<ul style="list-style-type: none"> • CSI workshops for Science • Police instruction re Knife crime (Upper KS2)
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 • Citizenship lessons • 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. • Nurturer works with individual children to develop their skills of conflict resolution. • Religious Education topics related to reconciliation and forgiveness

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 show and tell time, turn taking and speaking and listening • Celebration of individual achievement and talent in assemblies
Encourage pupils to take responsibility for their own behaviour, as well as knowing their rights	<ul style="list-style-type: none"> • Discussion around the School Code of Conduct/Class rules etc • Religious education topics • Mission Statement • Racism training • 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 • PSHE activities • Pupil Voice – all opinions listened to and respected. Action and feedback • Review of policies/code of conduct • Whole school Pupil questionnaires • Nurturer questionnaires
Challenge stereotypes	<ul style="list-style-type: none"> • Racism training/ DARE • 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. • International Day – celebration of our diverse school community
Implement a strong anti-bullying culture	<ul style="list-style-type: none"> • School Behaviour Management policy effective implementation and review of impact. • PSHE • Espresso children’s news discussions • School Code of conduct/Class rules • Religious Education topics

	<ul style="list-style-type: none"> • DARE training • Anti Bullying weeks/days activities • Equality Policy
Respect and tolerance	
Provision	Evidence
Promote respect for individual differences	<ul style="list-style-type: none"> • Religious Education topics, Liturgies and Masses • Racism training, DARE training • International Day, Black History Week • Resources and displays around school • School Code of conduct • 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.
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 • Racism training, DARE training • International Day, Black History Week • School Code of conduct • 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
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
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 • Racism workshops • PSHE activities • 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 SMT and the Governing Body.