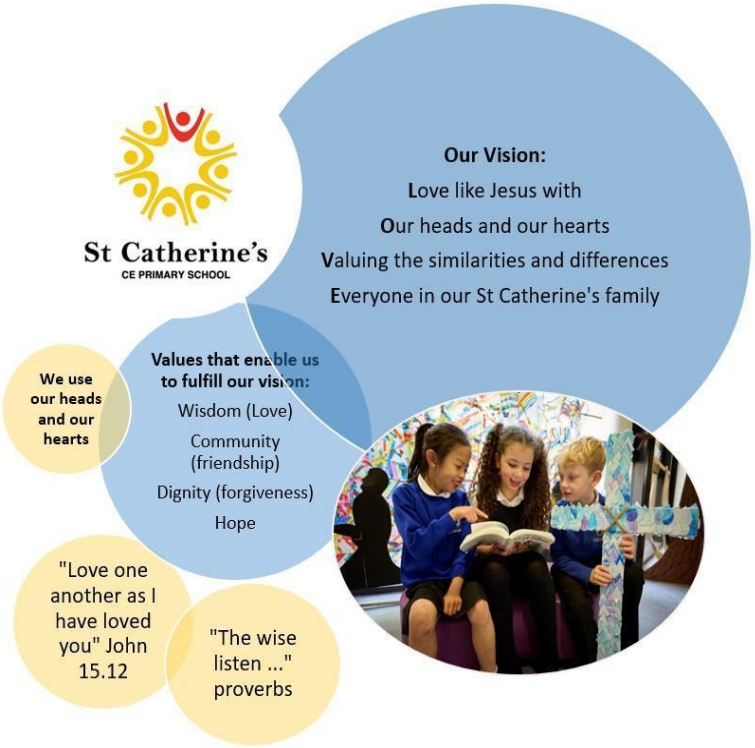
St Catherine's
CE PRIMARY SCHOOL

British Values Policy



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Introduction
The Department for Education (DfE) has reinforced the need *"to create and enforce a clear and rigorous expectation on all schools 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."*

The Government first set out its definition of British values in 2011, reiterated in 2014.

At St Catherine's CE Primary School, our Christian vision — Guided by Love and Wisdom — underpins all aspects of school life. We aim for our children to become confident, compassionate and responsible members of society who treat others with dignity and respect regardless of background, belief or circumstance.

British Values are not taught in isolation; they are embedded through our curriculum, leadership opportunities, relationships, worship, behaviour systems and community partnerships.

Promoting British Values at St Catherine's

1. Democracy
Pupil Voice and Leadership - Democracy is lived daily across school life through meaningful pupil participation and leadership opportunities.

Democratic processes include:
- Year 6 House Captain elections, where pupils write and deliver manifestos before a democratic vote.
- School Council and Eco Council, with representatives elected by peers across the school.
- Young Leaders in Year 4, who represent the school within the community and lead charitable initiatives.
- Year 6 Play Leaders and Sports Coaches, supporting younger pupils.
- Science and Computing Leads, where pupils assist staff and support learning across school.

Through these experiences, children develop understanding of:
- Electoral processes
- Representation
- Accountability
- Public speaking
- Collective decision-making

Children learn that their voice matters and that leadership carries responsibility.

Democracy within the Curriculum
History
Democracy and governance are explored through historical enquiry:
- Ancient Greece (Year 4) – origins of democratic systems.
- Tudors (Year 6) – monarchy and inherited power ("Is it right to inherit power?").

- World War I & II (Year 6) – dictatorship, freedom and resistance.
- The Gunpowder Plot (Year 2) – protest and challenging authority.
- Romans and Vikings – leadership structures and law.

Geography
Pupils develop understanding of national identity and governance through study of:
- The four nations of the United Kingdom
- Capital cities: London, Edinburgh, Cardiff and Belfast
- Local governance and national identity
- Trade and economic connections

English – Pupil Voice and Expression
The English curriculum strongly supports democratic values by:
- Encouraging pupils to express opinions confidently.
- Teaching persuasive and discussion writing.
- Developing debate through drama and role play.
- Exploring moral and ethical dilemmas through narrative.

Children learn that every voice matters.

2. The Rule of Law
Behaviour and Ethos
Our behaviour policy, rooted in Love and Wisdom (Heads and Hearts), promotes fairness, responsibility and justice.

School expectations are:
Guided by Love and Wisdom

Act with Love
- Be kind, respectful and forgiving.
- Include and help others.
- Care for our school and the world around us.

Choose Wisdom
- Listen and think before acting.
- Be honest and take responsibility.
- Try your best and make safe, sensible choices.

Our approach ensures:
- Clear expectations
- Consistent consequences
- Restorative approaches
- Emphasis on fairness and justice
- High expectations of manners and respect

Children understand:
- Rules protect everyone.
- Laws create safety and order.

- Actions have consequences.

Each class establishes shared class rules, reinforcing ownership and responsibility.

Rule of Law within the Curriculum

History

- Roman Empire (Year 4) — law and governance.
- Tudors (Year 6) — religious authority and power.
- World Wars — breakdown of law and global consequences.
- Anglo-Saxons and Vikings — early justice systems.

Forest School

Forest School provides real-life application of rules through:

- Clear safety boundaries
- Risk assessment and responsibility
- Respect for tools and nature
- Understanding consequences in authentic contexts

Children learn that rules enable freedom safely.

PE and Sporting Events

Inclusive sports promote:

- Fair play
- Respect for referees and rules
- Team responsibility
- Sportsmanship

3. Individual Liberty

Children are encouraged to develop independence and personal responsibility within a safe and supportive environment.

Leadership and Personal Development

Pupils are encouraged to:

- Take responsibility as Year 6 leaders.
- Develop independence through Forest School.
- Take creative risks in Art.
- Express personal voice through Writing.

English – Writing Curriculum

The writing curriculum promotes:

- Self-expression
- Creative freedom
- Emotional literacy
- Poetry and personal narrative
- Drama and role play exploring different perspectives

Through structured progression, pupils develop:

- Confidence

- Independence
- Fluency
- Ownership of ideas

Inclusive SEND provision ensures all pupils can express themselves through scaffolding and adaptive teaching.

Geography – Global Perspective

Pupils compare life in countries including:
China, Brazil, South Africa, Nepal, United States, Germany, Japan, Canada, Iceland, Russia and Egypt. Children develop understanding that freedoms and rights vary globally.

4. Mutual Respect

Mutual respect lies at the heart of our Christian vision and school culture.
We promote respect through:

- High expectations of manners and behaviour.
- Cross-age mentoring.
- Inclusive leadership opportunities.
- Strong partnerships with St Barnabas Church and the wider community.

Children learn that their behaviour affects both their own rights and those of others.

Art Curriculum

The Art curriculum promotes British Values through:

- Study of artists from diverse cultures and time periods.
- Exploration of global artistic traditions.
- Respectful critique and evaluation.
- Collaborative creative work.

Through drawing, painting, sculpture, textiles, printing and digital media, pupils develop:

- Cultural awareness
- Empathy
- Respect for difference
- Reflective thinking

Religious Education and Faith Visitors

Pupils engage with:

- Visitors from different faith communities.
- Visits to places of worship.
- Interfaith workshops.

Children learn to:

- Ask respectful questions.
- Recognise similarities and differences.
- Develop informed tolerance.

5. Tolerance of Those with Different Faiths and Beliefs

Tolerance is explicitly embedded across the curriculum.

Geography

- Study of continents, cultures and global communities.
- “Children Around the World” (Year 2).
- Comparison of settlement, climate and lifestyle.

History

- Ancient Egypt, Shang Dynasty and Mayan civilisations.
- Religious change during the Tudors.
- Belief systems during global conflicts.

Art

- Multicultural sculpture, pattern and architecture.
- Chinese New Year sculpture (KS1).
- Rainforest textile work (KS2).
- Global pattern and design.

Forest School and Character Development

Forest School supports:

- Resilience
- Cooperation
- Respect for nature
- Responsibility and stewardship

This aligns closely with Eco Council work and environmental responsibility.

PE and Inclusive Sport

Whole-school sporting opportunities emphasise:

- Inclusion over exclusivity
- Teamwork and perseverance
- Mutual encouragement
- Celebration of effort

Community Partnership and Parental Engagement

British Values extend beyond the classroom through strong partnerships with families.
Opportunities include:

- Phonics workshops
- Maths workshops
- Curriculum information sessions
- Online safety guidance and digital newsletters

Parents work alongside school to:

- Uphold shared values
- Support respectful online behaviour
- Reinforce learning at home

This models democratic partnership between school and families.

Impact
Pupils at St Catherine's:

- Demonstrate secure understanding of democracy and elections.
- Articulate why laws and rules are necessary.
- Express opinions respectfully and confidently.
- Show high levels of courtesy and positive behaviour.
- Demonstrate curiosity and respect when discussing faith and difference.
- Engage thoughtfully in moral and historical debate.
- Understand Britain's place within a diverse global community.

Evidence includes

Pupil Voice

- Strong understanding of fairness and equality.
- Pride in leadership roles.
- Respectful attitudes toward difference.

Behaviour and Attitudes

- Calm, purposeful classrooms.
- Respectful dialogue.
- Inclusive participation.
- Strong sportsmanship and responsibility.

Personal Development
Pupils benefit from:

- Democratic leadership opportunities
- Community and charitable engagement
- Faith visits and workshops
- Forest School character education
- Creative arts and expressive writing
- Inclusive SEND provision

Children leave Year 6 as:

- Confident communicators
- Respectful citizens
- Resilient learners
- Morally aware individuals

Leadership, Monitoring and Review
Leaders ensure:

- British Values are explicitly mapped across the curriculum.
- Progressive learning from EYFS to Year 6.
- Consistent behaviour expectations through staff training.
- Strong parental engagement supporting safeguarding and values education.
- Inclusive provision for SEND pupils.
- Ongoing prioritisation of safeguarding and online safety.

Monitoring includes:

- Pupil voice surveys
- Book scrutiny
- Behaviour analysis
- Leadership and council meeting records
- Curriculum planning review

British Values

at St Catherine's CE Primary School

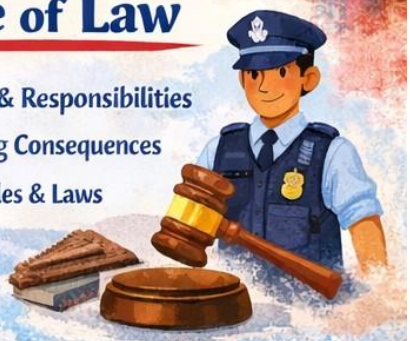
Democracy



- School Council & House Captains
- Pupil Elections & Leadership
- Making Our Voices Heard

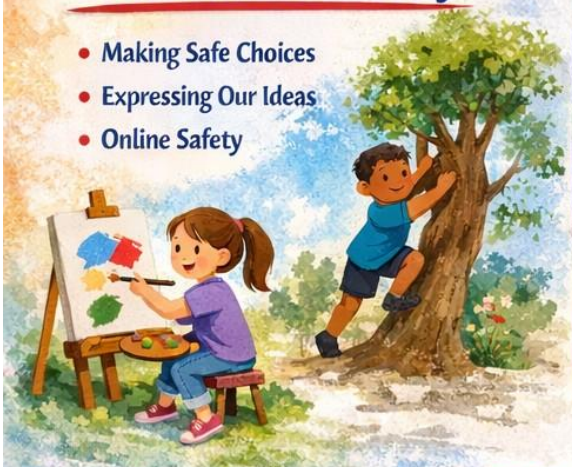
Rule of Law

- School Rules & Responsibilities
- Understanding Consequences
- Respecting Rules & Laws



Individual Liberty

- Making Safe Choices
- Expressing Our Ideas
- Online Safety



Mutual Respect & Tolerance

- Respecting All Faithes
- Celebrating Diversity
- Working Together



Underpinned by and of Wisdom
the school values of lové and Wisdom

Preparing for Life in Modern Britain