

## British Values at St Catherine's C of E Primary School



St Catherine's  
CE PRIMARY SCHOOL



### Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an 'it'!  
Every child has at least one 'it' – we need to find it!

At St Catherine's C of E Primary School, we 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 (DfE, 2014).

As a school we promote these key values through the actions we take everyday as a community of staff, pupils and families. We believe that the learning environment we create for our pupils allows them to demonstrate self-confidence, respect, tolerance and the skills needed to leave our school ready for the challenges life can bring.

The following is not designed to be exhaustive, but provides a list of some of the different actions we take as a school to uphold the fundamental British Values.

### **Individual Liberty and Democracy**

- Children are free to ask questions and challenge their teacher in a positive and constructive way. In fact, one of our core classroom beliefs is '*Questions are important*'. This belief is shared at the start of every school day and, as a school, we promote curiosity and challenge to deepen our learning and open our minds.
- During daily whole school worship, children are invited to take an integral part. Every child has the opportunity to light or extinguish the worship candle, write a collect to share with the school or write a prayer for the prayer tree to be read aloud. All children also have the opportunity to give an honest evaluation of the worship to assembly monitors to enable them all to have a voice. Children are given a further opportunity to share their ideas in a 'Worship group'. This is run by a member of staff to encourage the children to get involved in the planning and leading of whole school worship. As well as this, a weekly prayer space is run by members of staff at lunchtimes to give children a place for quiet reflection.
- The school also has a democratically elected school council and Eco-council. Each year, every class has the opportunity to nominate candidates and then the class will vote for who they think will make the best councillor. This group of children then support charitable and eco causes throughout the year and meet regularly representing the voice of the pupils. In year 6, children are also given the opportunity to nominate themselves for the roles of a House Captain. A democratic vote is undertaken and the two children with the most votes in each house become the captain and vice captain.
- In Year 6, children are also given the opportunity to become 'Sports Captains'. Children complete application forms and are asked to explain why they would be successful in the role. Sports captains then run games and activities at lunchtime to support younger children in play and to model turn taking and good sportsmanship.
- At St Catherine's, we feel it is important to listen to the pupils and value their ideas therefore as part of any monitoring throughout the school, pupil voice is always made an integral part. Leaders are encouraged to speak to a range of children about their learning and give them the opportunity to make suggestions about what we could do to make school even better. All prospective staff are also interviewed by a student panel who feedback directly to the senior leadership team, where their feedback is taken into consideration during the recruitment process.
- To explicitly support children's well-being, children have weekly 'HeartSmart' lessons. HeartSmart is a creative approach that we use to build character, emotional health and resilience in our children. It equips them with a secure foundation of principles and skills that will improve their mental health, relationships and academic achievement. As a school, we use the HeartSmart 5 key principles to aid discussions about behaviour and well-being at all times. For example, children are taught 'Don't rub it

in, rub it out' - this teaches children to forgive, even when that seems difficult, as it will enable them feel happier and free them from a destructive cycle of negative emotions.

### **The Rule of Law**

- Our behaviour policy is non-punitive and inclusive. Children are rewarded with house points, golden tea parties and praise for making the right choices. As a staff team, if children make the wrong choices we offer them discussion and a voice to explain why they are behaving in a way that is disruptive. We offer advice and support about how they can change their behaviour so they are happier and more successful at school.
- As part of our safeguarding curriculum, we also have regular visits from the emergency services and police community support officers throughout all year groups. These lessons further teach children about the law and how, as a service, they can be there to support them. These professionals also hold drop in sessions at parents evening, where parents and children are able to speak to them about any issues that they are concerned about in their community.

### **Mutual Respect and Tolerance of those with Different Faiths and Beliefs**

- Our RE curriculum is a core part of our learning. As a C of E school, Religious Education is taught once a week and is highly valued by staff and children. Throughout the curriculum children learn about different faiths and beliefs and are given the opportunity to visit different places of worship throughout key stage 1 and key stage 2.
- As a Church of England school, each month we celebrate a core value. These include wisdom, honesty and respect. Within each month, a range of assemblies will be held with this belief as a focus to ensure the children have an understanding of what the value represents and how they can demonstrate this themselves and celebrate it in others. These are displayed in every classroom throughout the school so they can be referred to throughout the learning day.
- Through our curriculum, historical events are studied at an age appropriate level and, particularly in the upper key stage, the political landscape of these times is discussed and children are offered the opportunity to debate and their own beliefs are challenged as we look at history from other nation's perspectives. For example, in the study of World War 2 in Year 6 the children are presented with sources from both Britain and Germany in order for them gain an understanding of the different countries at the time and how civilians might have been thinking and feeling based on the information they were given. This encourages children to identify discrimination and highlights the importance of combatting such hate.
- As a school, we believe that knowledge and understanding of the world should underpin all of our learning. As part of this, children are shown *Picture News* or *Newsround* to stimulate discussion about what is going on in the world around them and how different people from different backgrounds are being affected everyday. We also encourage the children to think about what they can do in their own lives to help others. For example, we visit the local food bank and pack boxes, collect food each harvest for our local community and every December collect donations for local people who find themselves homeless during the coldest months. We discuss the issues in the world and offer children the opportunity to make a difference.
- An integral part to the way we learn at St Catherine's focusses on partner work. Throughout the school day, children are encouraged to discuss, challenge, question and support their learning partner in everything that they do. We work hard to model this to our pupils so they are continually stretching and challenging their own thinking, as well as their partners. These learning partners are chosen carefully by staff and changed regularly to ensure the conversation is always moving learning forward whilst also remaining respectful and supportive.