

Promoting British Values at St. Luke's Catholic Primary School

The DfE have recently 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."

This is a Catholic School which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Genesis 1:27). Our curriculum is designed to enable every student to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope John Paul II) and the foundation of the entire educational process. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

At St Luke's Catholic Primary School, these fundamental British values are promoted and embedded into all parts of school life. Our school ethos and all our policies including our RE and PSHE policies, reflect these values, ensuring that all members of our school understand the importance of them and how they are essential to enable us to operate as a community.

Democracy

- School processes are democratic, for staff and pupils alike.
- Pupils' voices are heard and have an appropriate influence on the life of the school. We often hold pupil votes, e.g. about charities to support, trips to go on, house names, school parliament representatives etc.
- Teachers ensure fairness in all that takes place. Senior leaders share recent research on fairness in the classroom, e.g. outcomes by race or gender.
- Pupils have capacity to explore democracy itself. Younger pupils can reflect on what makes something fair. Older pupils learn about democracy and debate it as a value and as a political system.

The Rule of Law

- In school terms, the school rules apply to all pupils, and all pupils are equally subject to the rules.
- Younger pupils have a chance to reflect on why rules exist and how fairness is attempted through systems of rules, both in a classroom setting and across the whole school.
- Younger pupils encounter representatives of the Fire Service, Police, health professions and others to learn about the reasoning and purpose behind particular sets of rules, such as road safety.
- Older pupils learn about the history of the rule of law in Britain and the significance of the Magna Carta and other milestones in UK history.

Individual Liberty

- Across all phases of schooling, pupils are given opportunities to make choices and respect the choices of others.
- This prepares pupils to be aware of the importance of taking responsibility for their choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and to do this safely, for example through our E-Safety and PSHE lessons.

Mutual Respect

- All staff model respectful behaviour towards each other, parents and pupils.
- All staff model respectful behaviour of the school environment. Displays celebrate student achievement and the environment is warm and welcoming, a source of pride for members of the school community.
- Expectations for all pupils are extremely high when it comes to respect; they are expected to behave respectfully towards each other, all adults and the school environment at all times.
- Rewards and sanctions are developed with a view to creating and sustaining a respectful environment.
- School citizen awards are presented each week to pupils who show others respect in the way they have treated others or the environment.
- All curriculum areas call for respectful attitudes in order to learn effectively, especially in RE, PE, the Arts, Humanities, PSHE, Science, Maths and Literacy.

Tolerance of Those of Different Faiths and Beliefs

- Pupils learn about the notion of tolerance first in terms of personal behaviour in the classroom, which is part of learning to live with one another. They ask questions such as 'Is it fair? What shall we do when things are not fair?'
- Children reflect on how they function as a group, thinking about co-operation, sharing and being kind and generous towards one another.
- Older pupils consider the values of tolerance as a factor of interpersonal relationships, relating this to questions about human rights and freedoms. They consider its relationship to acceptance, mutual understanding, warmth and love.
- Our curriculum offers opportunities to learn about and explore the value of tolerance. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.