



St Augustine's Catholic Primary School

British Values

In June 2014, David Cameron emphasised the important role that British values can play in education.

<https://www.gov.uk/government/news/british-values-article-by-david-cameron>

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at St Augustine's Catholic Primary School. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and PSHE sessions. The values are integral to our long-standing mission statement which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

Below are just a few examples of how we promote British values.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at St Augustine's. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn Term, and what could be more British than a pantomime around Christmas time! We also value and celebrate national events, recent examples being: The Infant Easter Bonnet Parade and Celebrations to mark the birth of Princess Charlotte in 2015. We have also celebrated the WW1 centenary event, VE Day, Remembrance, Mother's Day and World Book Day.

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: In learning more about the geography of Britain:

- Its capital cities and counties, its rivers and mountains;
- How 'Great Britain' differs from 'England' and 'the United Kingdom';
- Understand where Britain is in relation to the rest of Europe and other countries in the world;
- How places have been changed by the contexts and processes that have shaped them;

- The complex ways in which communities and societies are linked and an appreciation of the diversity of people's backgrounds;
- Developing skills and attitudes which will allow the children to fully participate and contribute positively to life in modern Britain.

Historically: Throughout their time at this school children will learn more about the history of Britain. During these topics, children learn about an aspect of life and how this has developed and changed over time. They will learn to analyse events in the UK and world history where British values have been tested, such as the World Wars. In doing so, they will recognise the struggle of ordinary people from different backgrounds to uphold these values for future generations.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at St Augustine's Catholic Primary School. An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret ballots etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. Through its work the School Council has campaigned for a bike / scooter rack to enable children to ride to school. We have also discussed issues children have in school and the playground. Through these discussions, we have begun to re-introduce 'playground buddies' as the children felt these were essential for solving playground disputes.

This year the school council created a pupil voice questionnaire – it proved a great insight into the children's learning, friendships and issues they felt needed addressing. One of these was the need for more playground toys. This has been discussed and is being introduced into play times.

Children in the School Council also help with fundraising ideas. Recently as a response to the disaster in Nepal, the children voted for a 'home clothes' day to help raise money.

Other examples of 'pupil voice' are:

- Children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter;
- Children have the opportunity to nominate and vote for others to receive a Headteacher's Award 6 times a year for great learning or contribution;
- Using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning;
- Children nominate various charities and prepare and carry out fundraising over the year.

Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are

clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health;
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences;
- To think about themselves, to learn from their experiences, to recognize and celebrate their strengths and set simple but challenging goals;
- Appreciate good and not so good feelings. Develop a vocabulary to describe their feelings to others and simple strategies for managing their feelings;
- Mock elections in May 2015;
- Participation in numerous extra- curricular activities;
- The choice of challenge within lessons;
- Year 6 enterprise and initiative scheme.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and PSHE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Mutual respect is at the heart of our aims and ethos. *Respect ourselves, each other and the environment.*

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at St Augustine's Catholic Primary School enhance pupils understanding and respect for different faiths and beliefs are:

Explore the teachings and philosophies of other world religions.

The handling of ritual objects which are important to people of other religions are done with both reverence and respect.

Participation in workshops about global issues such as climate change and the sharing of food resources invite a response in order to tackle these problems and help to build a better world.

Opportunities to understand that they are a small part of a culturally diverse society and within a world that is growing ever “smaller.”

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At St Augustine’s Catholic Primary School, such instances are extremely rare. They are treated seriously in line with our Policies and Ethos.