



Bishop Cleary Catholic Multi-Academy Company
St Teresa's Catholic Primary Academy

British Values

In 2013 the Department for Education said:

“Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important. This change is an important step towards ensuring we have a strong legal basis for intervening in those schools where this is an issue.”

Schools and Academies are required to actively promote and not undermine “British Values”

At St Teresa's Catholic Primary Academy we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We are confident that our continued focus on the Gospel Values, all our pupils will develop a deeper awareness and understanding of what it means to be a good citizen in Britain today. We work together with all members of the school and local community, to embed in them the building blocks of a future successful and productive life.

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

St Teresa's Catholic Primary Academy is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. St Teresa's Catholic Primary Academy is dedicated to preparing pupils for their adult life beyond the formal, curriculum and ensuring that it promotes and reinforces British values to all its students.

Through our RE, PSHE and Geography Curriculum, and through promoting the attitude of working together for the Common Good, we are able to make real links between the values of our pupils and the lives of others in their local community, country and the world in general. Through our Curriculum we teach about democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs



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The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The action plan below highlights current practice and that which we hope to move to very soon:



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How British Values are promoted through the curriculum at St Teresa's Catholic Primary Academy

	<u>CURRENT PRACTICE</u>	<u>FURTHER DEVELOPMENT</u>
<p>DEMOCRACY How citizens can influence decision-making through the democratic process</p>	Pupil Voice through 1) class use of voting to make decisions relevant to pupils in individual classes/class rules 2) Voting for class reps for School Council (voting for Head Boy and Girl in Y6) 3) Pupil questionnaires 4) Contributions to assemblies 5) Evidence of the influence of pupil voice in school uniform, outdoor play equipment, changes to school meals menu.	1) make the School Council even more powerful as an expression of pupil voice, remembering - Every child has a right to say what they think in all matters affecting them and to have their views taken seriously. Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law. 2) Vote on 'Follow-me' award in class – Thursday each week.
<p>THE RULE OF LAW An appreciation that living under the rule of law protects individual citizens. An understanding that bodies such as the police and the army can be held accountable by the people, through the democratic organs of government</p>	1) Behaviour Policy – Reflection Time/Choices tree ensure that the child is treated fairly, with dignity and respect. 2) Links with local community police 3) Appropriate consequences to develop responsibility for own behaviour choices. 4) Developing respect through PHSE 5) Developing classroom rules and expectations of pupils 6) Assemblies, classroom activities, talking to children about why we have rules to ensure people are safe and secure. 7) External speakers such as police 8) E-safety is fundamental within the curriculum and cyber bullying is tackled with a zero-tolerance approach 9) Anti-bullying processes and policy in school 10) Warning system – enables pupils to reflect on behaviours. Consequences are in line with the number of times that reminders are required.	1) Further develop citizenship elements through the PHSE curriculum linking to the rule of law 2) Further develop pupil's understanding of rights and responsibilities. 3) Arrange a rolling programme of visits by PCSO Jackson to talk to pupils about the law.
<p>INDIVIDUAL LIBERTY An understanding that</p>	1) Ensuring that any pupil / parents within the school whose first language is not English are fully supported within the school, through translation support, peer support, family learning opportunities.	1) Continue to develop the School Council as a vehicle for setting the right tone for individual



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<p>the freedom to hold other faiths and beliefs is protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be prejudicial or discriminatory behaviour.</p>	<ol style="list-style-type: none"> 2) Support ethnic minority pupils by celebrating their culture and religious beliefs. 3) Appropriate parent workshops held to support parents helping their children at home. 4) Promoting different religious celebrations throughout the school year. 5) Ensuring that all children regardless of colour, creed, religion, disability are treated with equal dignity and respect. E.g pupils with special needs and disabilities can access all visits, clubs, etc. 6) Anti-bullying policy addresses prejudicial and discriminatory behaviour. 7) Appropriate reporting mechanisms in place to ensure that prejudicial and/ or discriminatory behaviours are recorded and issues addressed 8) Teaching of French at KS2 so that pupils understand about a foreign country 9) The academy has an accessibility policy. 10) Annual provision of Family Learning, to support the development of English as an additional language, for parents alongside the youngest pupils. 	<p>liberty in the school.</p> <ol style="list-style-type: none"> 2) Black History month to be re-introduced to St Teresa's in October 2015. 3) Invite speakers into school from other religious groups.
<p>MUTUAL RESPECT</p>	<ol style="list-style-type: none"> 1) Incorporated and reinforced through Assembly themes. 2) Celebration of all children's successes at class and at school level. 3) Pupil decision making as a curriculum driver. 4) Raising money for charities to support people less fortunate – CAFOD representatives and Brothers of the Good Shepherd reps and come into school 5) Regular performances and assemblies where all take part 7) Respect and teamwork promoted through all the residential trips undertaken by different year groups in the school 8) Promotion of gender neutral resources (eg EYFS outdoor play area) 9) Parent questionnaires. 10) Celebration of children's out of school achievements in assemblies 11) Mutual respect and teamwork through sports day events 12) Cycling Proficiency at KS2; Street Feet at KS1 to ensure that pupils can keep themselves safe. 13) Annual work with Life Education so that pupils learn how to have healthy lifestyles and say 'no' to drugs, building skills and knowledge from EYFS upwards. 14) Expectations of good manners encouraged and modelled at all times. 	<ol style="list-style-type: none"> 1) Consider how to develop the School Council further. 2) Train all staff in terms of mutual respect so that it further underpins all elements of school practice
<p>TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS An understanding of the problems of identifying and</p>	<ol style="list-style-type: none"> 1) Themed school meals for different countries/occasions 2) Support at school for other festivals such as Eid and Diwali 3) Incorporated through assembly themes 4) Books and artefacts including a range of different faiths and cultures. 5) Multi-faith fortnight as part of RE LT plan. 	<ol style="list-style-type: none"> 1) Review the quality of the RE curriculum provision through the school to take account of the latest guidance. 2) Develop a relationship with a school from a different British community. 3) Community project – paint a mural to represent



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combating
discrimination

all of the different cultures within the school.

