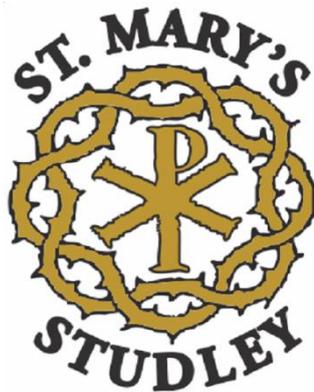


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,  
STUDLEY**



**Promoting British Values Policy**

**Headteacher**

**O. Finnegan**

**Chair of Governors**

**S. Coyne**



## Promoting British Values Policy

### 1. INTRODUCTION

- 1.1 The Department for Education state that there is a 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.”**
- 1.2 The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. In The Stour Federation these values are reinforced regularly and in the following ways: -

### 2. DEMOCRACY

- 2.1 Democracy is embedded at each school. Pupils are always 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. Pupils also have the opportunity to air their opinions and ideas through our School Council, Learning Council and regular questionnaires, where they are able to put forward their views about their school.
- 2.2 The elections of the School Council and House Captains are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

### 3. THE RULE OF LAW

- 3.1 The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Each class also discusses and sets its own rules at the start of the year 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.
- 3.2 Our 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.

### 4. INDIVIDUAL LIBERTY

- 4.1 Within each school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. In school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised

how to exercise these safely; examples of this can be clearly seen in our E-Safety , PSHE and Protective Behaviours lessons.

- 4.2 Whether it is through choice of challenge; of how they record; of participation in our numerous school clubs; our pupils are given the freedom to make choices.

## **5. MUTUAL RESPECT**

- 5.1 Respect is one of our core values. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of respect in St Mary's underpins our work every day both in and out of the classroom.

## **6. TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS**

- 6.1 South Warwickshire is an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this.
- 6.2 Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and each school. All children visit places of worship that are important to different faiths. During our Social Cohesion weeks beliefs, traditions and customs will be studied in depth. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.
- 6.3 At St Mary's we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## **7. THE PREVENT STRATEGY 2011**

- 7.1 Actively promoting the values means:-
- Challenging opinions or behaviours in school that are contrary to fundamental British values.
  - Challenging attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.
- 7.2 The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

## **8. SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION**

- 8.1 Through our provision of SMSC, we will:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society -the lives of those living and working in the locality of the school and to society more widely;
  - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
  - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - Encourage respect for other people
  - Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **9. KNOWLEDGE AND UNDERSTANDING**

- 9.1 The understanding and knowledge expected of pupils as a result of schools promoting fundamental British values include: -
- An understanding of how citizens can influence decision-making through the democratic process;
  - An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
  - An understanding that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
  - An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
  - An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; an
  - An understanding of the importance of identifying and combatting discrimination.
  - It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but also it is unacceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

## 10. TEN KEY BRITISH VALUES (AS IDENTIFIED BY THE DAILY TELEGRAPH)

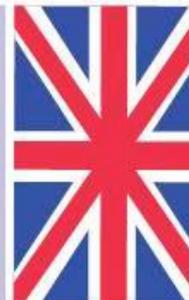
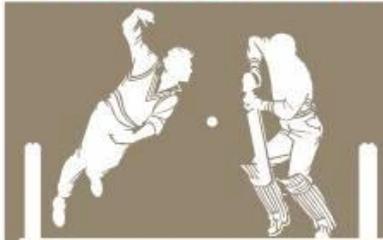
- 10.1 **RULES:** The rule of law. Our society is based on the idea that we all abide by the same rules, whatever our wealth or status. No one is above the law - not even the government.
- 10.2 **SOVEREIGNTY:** The sovereignty of the Crown in Parliament. The Lords, the Commons and the monarch constitute the supreme authority in the land. There is no appeal to any higher jurisdiction, spiritual or temporal.
- 10.3 **EQUALITY:** The pluralist state. Equality before the law implies that no one should be treated differently on the basis of belonging to a particular group. Conversely, all parties, sects, faiths and ideologies must tolerate the existence of their rivals.
- 10.4 **LIBERTY:** Personal freedom. There should be a presumption, always and everywhere, against state coercion. We should tolerate eccentricity in others, almost to the point of lunacy, provided no one else is harmed.
- 10.5 **PROPERTY & POSSESSIONS:** Freedom must include the freedom to buy and sell without fear of confiscation, to transfer ownership, to sign contracts and have them enforced. Britain was quicker than most countries to recognise this and became, in consequence, one of the happiest and most prosperous nations on Earth.
- 10.6 **INSTITUTIONS:** British freedom and British character are immanent in British institutions. These are not, mostly, statutory bodies, but spring from the way free individuals regulate each other's conduct, and provide for their needs, without recourse to coercion.
- 10.7 **FAMILY VALUES:** Civic society depends on values being passed from generation to generation. Stable families are the essential ingredient of a stable society.
- 10.8 **BRITISH HISTORY:** British children inherit a political culture, a set of specific legal rights and obligations, and a stupendous series of national achievements. They should be taught about these things.
- 10.9 **ENGLISH SPEAKING WORLD:** The atrocities of September 11, 2001, were not simply an attack on a foreign nation; they were an attack on the anglosphere - on all of us who believe in freedom, justice and the rule of law.
- 10.10 **BRITISH CHARACTER:** Shaped by and in turn shaping our national institutions is our character as a people: stubborn, stoical, indignant at injustice. "The Saxon," wrote Kipling, "never means anything seriously till he talks about justice and right."

This policy should be read in conjunction with our Promoting British Value statement and provision map which can be found on the school's website.

# Promote British Values: Proud to be British



**Believe**  
in yourself



**Show you**  
know right  
from wrong



**Contribute**  
to your  
community



**Accept other**  
people's  
beliefs



**Respect**  
those who  
keep us safe

