



## ST GEORGE AND ST TERESA TEACHING BRITISH VALUES



### Promoting British Values at St George and St Teresa 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.*”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reinforced in 2014. These values fall into the following broad areas;

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

As a Catholic school we have always had a set of values in our **Mission Statement** which are underpinned by the Gospel values:

- ***St. George & St. Teresa School is a Catholic School where we show love and care to all members of the community.***
- ***It is a place where the Trinity is central to our lives; where we pray together, praising Almighty God, learning about Him and growing closer to Him.***
- ***It is a place where we work together, living our faith, and learning together, sharing and developing our knowledge, skills and understanding through all aspects of the curriculum.***
- ***It is a place where we endeavour to live as Christians in a multicultural, multi ethnic society.***

At St George and St Teresa these values are reinforced regularly and in the following ways:

#### **Democracy**

Each year the children discuss and decide upon their specific class rules and the rights associated with these. All the children contribute to the drawing up of the rules.

We have a School Council which meets every month to discuss issues raised in class council meetings. The council has its own agenda and is genuinely able to effect change within the

school. Every child on the School Council is voted in by their class. Every fortnight the children have a Class Council meeting. Children participate in the annual election of House Captains. There are visits from the Mayor and Local MPs and upper KS2 have the opportunity to visit the Council Chambers for an annual cluster debate. There are many opportunities for class debates throughout the year.

### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at St George and St Teresa.

Children are taught from an early age the rules of the school. To fulfil the aims of our Mission Statement and to follow Jesus' teaching to "Love one another as I have loved you", we have rules by which we intend to abide.

- 1. Respect people, property and the environment.**
- 2. Follow instructions straight away.**
- 3. Listen to the person who is meant to be talking.**
- 4. Use your hands, feet and words to love each other.**

Children are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, RNLI, Transport Police (for railway safety) and Fire Service help reinforce this message. The children are expected to sign a home school agreement and they are taught the rules to keep them safe online.

### **Individual Liberty**

At St George and St Teresa, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety, anti-bullying work and PSD lessons. The children are encouraged to think, learn and work independently through the principles of Building Learning Power. They are given a voice through school and class councils.

**'Pupils told us that bullying does not happen often and if it does it is quickly sorted out by staff.'** Ofsted 2021

### **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. The children are taught about the teachings of Jesus and his command to 'Love one another as I have loved you.'

**'The ethos of the school is underpinned by core values such as respect and resilience. These values are recognised by pupils, who talk confidently about how they are**

**rewarded when they demonstrate them.’ Ofsted 2018**

**‘St George and St Teresa Catholic Primary is a caring and friendly school where everyone is welcoming. Pupils talk with pride about the school values. They told inspectors that we live it, love it and learn it is at the heart of everything they do.’ Ofsted 2021**

### **Tolerance of those of Different Faiths and Beliefs**

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSD lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths. Celebrations and festival of other cultures are embraced e.g. Diwali, Chinese New Year etc.



## St George and St Teresa British Values Overview 2022-23

The promotion of 'British Values' is central to Catholic education because British Values have their origin in the Christian values of our nation. British values are considered by the present government to be DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT AND TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS.

At St. George and St. Teresa's we recognise, not only the importance of helping our children to develop academically but also spiritually, morally, socially, vocationally and culturally. Our aim is that the children in our school are fully prepared for life in British society, to take their role as good citizens, able to make the best possible contribution to the Common Good. Within a framework of Catholic Gospel Values (sometimes referred to as the Jesuit Virtues), we teach the importance of British Values by going much deeper into the meaning of what it is to live a good life.

These values are taught explicitly through our JIGSAW program and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum.

At ST George and St Teresa Catholic Primary School, we take every opportunity to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

FS	<ul style="list-style-type: none"><li>• Democracy - votes for class councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority. Vote for class rules for the year.</li><li>• Remembrance Day – the symbol of the poppy.</li><li>• Children are given opportunities to discuss and explore British Values as occasions or events arise – e.g. Royal events such as Royal weddings, Royal babies or momentous anniversaries etc.</li><li>• Mutual respect – during RE lessons – the message that Jesus gives us – to love one another and to look after each other.</li><li>• Tolerance – during the year looking at a variety of festivals and feasts from other cultures such as Diwali and Chinese New Year.</li></ul>
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<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Democracy and rule of law - votes for class councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority. Vote for class rules for the year.</li> <li>• Tolerance – during the year looking at a variety of festivals and feasts from other cultures such as Diwali and Chinese New Year. The British culture – our monarch Queen Elizabeth II.</li> <li>• Christmas around the world – looking at other cultures and traditions.</li> <li>• Respect – RE – parables and stories for the Bible – such as the prodigal son, feeding of the 5000.</li> <li>• Citizenship - rule of law – class rules, table points, house points, class points. Marking and feedback – following the school rules and expectations.</li> <li>• Diwali. The Festival of light.</li> <li>• Respect – anti-bullying week.</li> <li>• Respect – through literacy e.g. The Faery’s Child, The Little Book of Big Freedoms – Amnesty International – children’s rights.</li> <li>• Respect – Father Hudson’s Homes, Shoe box appeal. Black History month.</li> <li>• Individual Liberty – keeping safe –Jigsaw, KIVA assemblies, e- safety.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Democracy - votes for class councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority.</li> <li>• The rule of law - Vote for class rules for the year. Class jobs and responsibilities and voting for which African animal to sponsor.</li> <li>• Anti-bullying week – Individual liberty.</li> <li>• Mutual respect – visit to Knowle C of E church. Studying children from other cultures – Africa.</li> <li>• Diwali. The Festival of light.</li> <li>• Remembrance Day – the symbol of the poppy.</li> <li>• Tolerance and rights of the child – education in Africa and the UK.</li> <li>• Respect – Jigsaw and KIVA work.</li> <li>• Respect – working with the community – Kick rounders festival at Arden.</li> <li>• Respect- Question time with members of our own church.</li> <li>• Respect – Father Hudson’s Homes, Shoe box appeal, Black History Month</li> <li>• Individual liberty - give children choices about assemblies and Masses. BLP- The children decide how they will learn best and resolve any difficulties they have in their learning.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Democracy - votes for class councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority. Vote for class rules for the year.</li> <li>• The rule of law - discussed through Reconciliation, owning up to doing wrong and saying sorry, penance. Aut Jigsaw They learn about why and how rules and laws are made and enforced, why different rules are needed in different situations and to take part in making and changing rules. Children vote for and choose their own class rules. Spring Jigsaw they learn to recognise the role of voluntary, community and pressure groups.</li> <li>• Individual liberty - Give children choices about what they include in Assemblies and services. They chose what they sang and which parts they performed, even wrote own song for Reconciliation. Choice about how to learn, BLP fits in here because they decide where/how they will learn best, they choose where they sit and often how they record their work. Aut Jigsaw covers how to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. KIVA and Jigsaw Assemblies apply here too. Also how to face new challenges positively by collecting information, look for help, making responsible choices, and taking action. Children</li> </ul>

	<p>choose the after school clubs they join. Children choose the after school clubs they join. Yr. 3 went to a Cheerleading competition and had to perform and appreciate the performances of others. There was a variety of cultures represented.</p> <ul style="list-style-type: none"> <li>• Mutual respect – Look at Jesse tree the history of Christian faith links to Jewish faith. Discuss how Old Testament is used by Jews too. Discuss the Passover and learn about the Seder plate of Jewish religion faith week share findings in an Assembly all major faiths covered but yr. 3 Hinduism. In autumn children learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. This allows discussion about respecting every job that people do. They learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometime conflict with each other. They learn to think about the lives of people living in other places and times, and people with different values and customs. They are able to raise money during lent for the less fortunate; they give to the shoe box appeal, comic relief, Children in need each yr. We teach the children to welcome all visitors. The Festival of Diwali.</li> <li>• Diwali. The Festival of light.</li> <li>• Tolerance – a book called The Boat.</li> <li>• Respect for all the community – inviting the elderly to see the Easter play.</li> <li>• Respect – Father Hudson’s Homes, Shoe box appeal, charities and harvest collection for the poor.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Democracy - votes for class / school councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority. Vote for class rules for the year. Class debates.</li> <li>• Mutual respect and tolerance – learning about the Jewish faith – visit to Solihull Synagogue. Learning about the persecution of the Jews in the Old Testament, their faith and culture and how it links to Christianity.</li> <li>• Diwali. The festival of light.</li> <li>• Debate with RC cluster – to be held in Council chamber. Children meet with the mayor and find out how local elections take place and local councillors are elected.</li> <li>• Individual liberty - discussion about slavery in the Roman Empire and the Commonwealth.</li> <li>• Work on Ancient Greeks - what is democracy? Origins of democracy.</li> <li>• Tolerance of different faiths - understanding Greek Pantheon.</li> <li>• Eye of the wolf - individual liberty/ debate on rights and wrongs of zoos.</li> <li>• Assembly on The Gambia - mutual respect – reflection of a staff member’s visit and work in the Gambia.</li> <li>• Father Hudson charities, shoe box appeal - mutual respect and appreciation for others.</li> <li>• Individual safety and liberty – talk from the Fire Service, Internet safety.</li> <li>• SMSC through literature – Rosa Parks – The Back of the Bus (rule of law / tolerance), The Boy on the Porch – (respect).</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Democracy - votes for class / school councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority. Vote for class rules for the year.</li> <li>• Individual liberty – Cyber bullying linked to Internet safety day. E-safety ambassadors.</li> <li>• Tolerance and mutual respect – Sikhism- learning about a different faith in multi-cultural studies / RE work. Reading of books and stories from other cultures such as The Purple Lady and The Night time Dragons.</li> <li>• Through attendance on residential visits the children learn the importance of team work and respect for each other to get along and support each other.</li> <li>• Rule of law – Magna Carta – book and literacy unit. Rules of the road – Bike ability course.</li> </ul>

- Mutual respect - Father Hudson's Homes, Shoe box appeal, working with local schools – netball tournament.
- Rule of law – play leading at break times.
- Tolerance and respect – If the whole world were a village – maths unit.
- Fair trade unit of work – links to respect and tolerance.
- Individual liberty – keeping safe – e- safety work, anti – bullying etc.

**Year 6**

- Democracy - votes for class councillors, votes for what they would like to do/learn this helps them to understand decisions made as a majority. Vote for class rules for the year.
- Computing: (Rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs) Lots of discussion and activities over what is and is not legal on the internet.
- RE: (Mutual Respect, Tolerance of different faiths and beliefs) Thinking about others in terms of respecting them thinking of them before ourselves (selflessness). Fund raising for Lenten charity – alms giving.
- English/Theme: (Democracy) Appreciation that the right to self-determination was fought for during WW2.
- (Rule of law) Explore implications of following specific laws during world wars e.g. rationing, curfews, blackouts. Learning about the Precepts of the Church in preparation for Confirmation.
- (Individual liberty, mutual respect and tolerance of different faiths and beliefs) Examining the Holocaust and why it was so wrong (looking at different levels). Attending the Holocaust Memorial service in Solihull and listening to a Holocaust survivor talk about their experience. Reading the book – The Girl with the White Dog.
- English/Theme: (Individual liberty, mutual respect and tolerance of different faiths and beliefs) Exploring how western civilisation has invaded traditional Indian cultures in the Amazon.
- PSD: (Democracy) Mock general election. Groups will present for different parties and a class election will take place, the results being compiled and announced by our returning officer. Election of House Captains – voting from all pupils in KS1 and KS2.
- RE: (Mutual Respect, Tolerance of different faiths and beliefs) Thinking about others in terms of respecting them thinking of them before ourselves (selflessness).
- RE/Theme: (Mutual Respect, Tolerance of different faiths and beliefs) Exploring Islam including a trip to the Islamic Centre.
- Diwali. The Festival of light.
- Through becoming Play Leaders and prefects, the children share in the running of the school. They take responsibility for the younger members of the school family. The children learn the importance of trust and being reliable.
- Through attendance on residential visits the children learn the importance of team work and respect for each other to get along and support each other.
- Individual Liberty – through the book Skellig – decisions and judgements.
- KIVA and JIGSAW assemblies.
- Mutual respect – variety of sporting events – Borough sports, tag rugby festival, Sports day etc.