



# British Values at St. Winefride's



*Schools should 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<sup>1</sup>. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. 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.*

*Taken from **Promoting Fundamental British Values As Part of SMSC in Schools** Dept Education Nov 2014*

SMSC is the spiritual, moral, social and cultural development of pupils. At Winefride's we try to live our lives following the example of Jesus Christ as seen through the gospels and His message of love and forgiveness permeates through our school.

Here are some examples of how British values are lived and taught at St Winefride's

## **Democracy**

We value pupils' voices and from a young age they experience through elections to house captains and school council what it means to have a vote and a say in how things are run., experiencing first hand democracy in action. Regular house and school council meetings, while facilitated by members of staff, are led by the pupils. As the year progresses and they gain in skills and confidence they become more active. Minutes of meetings are taken and are displayed in a child accessible way for all to read. This year each house voted for their own charity for which they can raise money through the year. We learn about parliament and how the country is governed during parliament week, even receiving a visit from Mrs Nicki Morgan. Year 6 visit the Houses of Parliament in London to see the centre of Democracy in the UK. Understanding of democracy is developed in KS2 through the curriculum for example Year 5 learn about the UK through their unit *A Kingdom United* which focuses on the countries within the UK. Key stage 2 children also take part in debates across the curriculum.

## **Respect for the rule of law and individual liberty**

The behaviour policy is outlined in the pupil planner so that pupils and parents can discuss it. Each class at the start of term devises their class rules and their anti-bullying charter. There also is an anti-bullying policy that has been devised by children. Pupils are made aware of why we have rules and what happens if these are broken. Respect for those in authority starts with respecting all the adults in school. Pupils are taught good



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manners and are expected to use them particularly at lunch time. We have regular visits from our local beat officer and fire service so that pupils are aware of dangers and also their responsibilities. We especially teach about responsible use of the internet and particularly using social networks. The pupils also learn about the rules in the church for example the 10 commandments.

### **Mutual respect for others and tolerance of different faiths and beliefs**

Each week we have a different *Statement to Live By* where children are taught about having respect for themselves and of others. In our religious education programme *Come and See*, the pupils learn about the teachings of the Catholic Church and how to apply them to their lives. They also learn about other world religions: Islam, Hinduism, Sikhism and Judaism. Visits and visitors of other faiths are regular and help to enrich the children's understanding. We teach children to understand that not everybody is the same and to respect difference. We do not tolerate bullying or abusive language in any form. We are particularly aware of the dangers of the internet and regularly, with our partners, teach the children that what they write on social media is the same as saying it.