



**St Peter's Catholic Primary School, Waterlooville
Policy for School Statement on Catholic Values and British Values**

Control Box

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Author	Richard Cunningham	Review Date	June 2021
		Responsibility	Full Board of Governors

Associated Policies, Documents, Agencies:

Equalities Policy;
Policy for Rewarding Effort and Recognising Good Behaviour;
Policy for Collective Worship;
Anti-bullying Guidelines.

Introduction and Purpose

The School seeks, as a community, to live out the values of Jesus Christ. We promote these values by our words and deeds. Catholic doctrine and practice permeates every aspect of school life. The School provides a Catholic curriculum which is broad and balanced, recognising that every member of the community is made in the image of God and is unique. The curriculum is designed to allow every child to find their own path in living out their life of service to the world. The School provides a wide range of extra-curricular activities and strong pastoral support.

All pupils and members of staff have the opportunity to live a full life as a member of the community whatever their background, identity and circumstances. The School is committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. Catholic values allow the School to embrace and deliver the British values of tolerance, mutual respect, individual liberty, the Rule of Law and Democracy.

Mutual respect and Tolerance:

The School's mission statement includes the aim that we 'love each other' and we model and teach the children that all of humanity is included in this, as Jesus Christ taught and demonstrated in the gospels. Many gospel stories demonstrate Jesus Christ including and respecting those who society at the time did not value e.g. the healing of the lepers, the Samaritan woman at the well and the tax collector. These stories, and the parables Jesus told, are used in the RE curriculum to give children the time to reflect on their own values and how they can live their life in a similar way. The School educates children about the different ways of life people in Britain and beyond. Through a Catholic RE curriculum, our children learn about the beliefs and practices of other faiths e.g. Judaism, Islam, Sikhism. Children are taught to respect and value the beliefs of other faiths and to find the similarities between them and Catholic teaching. The anti-bullying policy is robust and adhered to and anti-prejudice teaching in the PDL curriculum ensures that children understand the difficulties some members of society face due to prejudice.

The School's equalities policy states that:

1. All pupils, families and staff are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We observe good equalities practice in relation to staff
5. We aim to reduce and remove inequalities and barriers that already exist

'To walk hand in hand with God, loving Him, loving each other and loving ourselves, doing our best with the gifts He gave us to make the world a better place.'

6. We consult and involve to ensure views are heard
7. We aim to foster greater community cohesion

Individual Liberty

The School's 6Cs of learning behaviours Creativity, Critical Thinking, Curiosity, Courtesy, Commitment and Collaboration are a central feature of every part of school life. The promotion of these behaviours promotes the unique contribution of every member of our community. Staff and children recognise each other as unique individuals, bringing something that only they can bring to the community, as the School mission statement exhorts us to; **'do our best with the gifts God gave us'**.

A weekly celebration assembly acclaims each child's achievements and contributions. Worship on a daily basis allows each member of the School to reflect on how they bring something special to others in our community, and how we all have a choice about how we choose to live. Through our PDL curriculum and RE curriculum we teach children about the choices that people can make in living out their lives. Through learning and play, the children discover how to make their own choices that allow for their interests to be pursued without harm coming to others. We teach children that they have a choice in all circumstances, and our Policy for Rewarding Effort and Recognising Good Behaviour explains the way we expect children to conduct themselves and make appropriate choices.

The Rule of Law

From the first day children experience the laws that govern the school community, through developing a class contract setting out shared and joint expectations and through the consistent application of our Policy for Recognising Effort and Rewarding Good Behaviour. We work with other agencies to develop children's understanding of their role as citizens to respect and abide by the laws of our country. Children who attend residential visits sign a code of conduct, which introduces them to the concept of the responsibility to abide by laws. Children, parents and governors annually contract to work together in the Home School Agreement. Pupils are taught about how online abuse and misuse can be an offence against the law, and that they should be vigilant in reporting it. Assemblies and curriculum work contribute to an understanding of the importance of the Rule of Law to a society. The RE curriculum includes the biblical values of the Ten Commandments as an example of the development of rules in society, and children are encouraged to take part in discussion around these rules.

Democracy

The children vote for their class representatives on the school council. The work of the school council is consultative and genuine; the school council give a presentation of their work annually to the school governors. Members of the local council and national parliament are invited to take part in school events, e.g. the mayor attending special events, local MP invited to events. All staff are trained and supported to find out the facts from all parties when supporting children to resolve a dispute, and to model this approach to children. Staff are represented on the governing body. Policies are reviewed widely, with the school council being asked to research and review aspects of school life to inform decision making (e.g. playground behaviour and games, lunch choices). Children know that they will be listened to and taken seriously by staff, evidenced in them being confident to approach senior leaders to express their concerns about each other's wellbeing or in putting together charitable initiatives.