



British Values Audit
St. Mary's Catholic Primary
School

British values audit

At St. Mary's Catholic Primary School, we aim to promote fundamental British values in every area of our educational provision, including extra-curricular provision. We aim to cultivate a tolerant, inclusive and democratic environment that nurtures confident and respectful pupils who leave our school ready to contribute positively to British society

Democracy

The school enables pupils to:	Curriculum	Other school activities	Comments and actions
<p>Understand and participate in democratic processes.</p>	<p>Children in both Key Stage 1 and Key Stage 2 learn about influential people throughout history. They learn about how democracy was tested in the past and how people fought and gave their lives to have a voice</p> <p>UK Parliament Week – UK Parliament Outreach visitor</p>	<p>School Assemblies</p> <p>Pupils have an opportunity to stand for a pupil council and to vote for their representatives, and express views to representatives.</p>	<p>The school will aim in the future to offer more opportunities for pupils to participate in democratic processes and have their voices heard with regard to the way the school is run, e.g. being part of the Diana Award.</p>
<p>Understand the strengths, advantages and disadvantages of democracy in contrast to other forms of government.</p>	<p>Children in KS2 learn about World War I and where democracy was tested.</p>	<p>During national elections children in KS2 learn about the political parties and some aspects of what they stand for – without bias.</p>	<p>Further contrasting for Year 6 children, to deepen their understanding of what democracy stands for in relation to other governing forms.</p>

Voice their views and opinions, and value the views and opinions of others.

Through our curriculum starter 'Big Questions' which focuses on ethical and challenging questions to start topics creating engaging thought and listening to opinions of others

My Happy Mind - class discussions, children will discuss what makes them happy and sad, considering others opinions

School Council come together to discuss initiatives for upcoming events. Children listen to each other and share their views.

Children take part in a termly pupil voice, filling in a questionnaire relating to their experiences in school and how they can be improved.

School Council are represented in the Online Safety Group, where they complete a questionnaire and discuss online safety matters with the stakeholders of the school.

At SEN reviews children have pupil voice to allow them work towards better outcomes and progress across school.

The school foyer had a worry box and bullying incident form area for all children to use at any point in the day to 'post' their worries and report incidents of bullying.

Further development of pupil voice in engaging with how children learn

<p>Understand the importance of turn-taking, sharing and collaboration.</p>	<p>Through our RE, HRSE/PSHE curriculum children learn about the importance of loving, caring and respecting others.</p> <p>Within our English curriculum, we place importance on 'speaking and listening' activities as part of the 'gathering information' and 'reading phase'. Within daily English lessons.</p>	<p>Our mission statement, values and ethos promote that the school 'supports all to achieve their full potential'. We all work towards a common goal of love and respect for others.</p>	<p>Children learn from a young age to share and look after each other. Older children look after the younger children and playground monitors support.</p> <p>New starter Reception children, have a Year 5 buddy, who gives them a welcome card and will support them in the playground.</p>
<p>Develop inquiring minds in an environment where questions are valued.</p>	<p>Through our 'ethical world thinking' at the start of our topics. We investigate the deeper questions and ethical thinking around our topic.</p>	<p>The SLT and teachers encourage and create an environment where greater understanding and thinking is encouraged (through assemblies, school displays, approach to teaching).</p>	<p>Children's work is displayed throughout school showing a range of ethical and moral messages from the work completed in class.</p>
<p>The rule of law</p>			
<p>The school enables pupils to:</p>	<p>Curriculum</p>	<p>Other school activities</p>	<p>Comments and actions</p>

<p>Understand the value of civil and criminal law.</p>	<p>Through assemblies children are taught about their personal rights and freedoms, and the rights and freedoms of other people which they cannot encroach upon, through the PSHE curriculum.</p>	<p>KS1 children complete road safety activities each year. Year 5 and Year 6 complete the Bikeability programme which focuses on rules and safety of the roads.</p>	<p>The school will investigate ways to implement the value of the rule of the law throughout all areas of the curriculum.</p>
<p>Evaluate situations and distinguish right from wrong.</p>	<p>Through our RE, HRSE/PSHE curriculum children learn about the importance of loving, caring and respecting others. They learn about the 10 commandments and how we live by the gospel values.</p>	<p>This is closely linked to our behaviour policy. We try to be like Jesus and live out the gospel values and The SLT and staff create an environment of learning through Jesus. They set an example for all the children in school to follow.</p> <p>Each assembly children across all key stages receive a 'big heart' award for representing the school and the school values.</p>	<p>Our school slogan is Living, Feeling, Dreaming. (Living our lives as Jesus taught us, Feeling the Gospel Values and Dreaming of bright futures for all). This identifies us as a school incorporate our Catholic learning in our everyday actions.</p>
<p>Acquire a broad general knowledge of, and respect for, public institutions and services in England.</p>	<p>Relevant public institutions and services are part of our broad curriculum. Children in KS2 learn about local and national recycling and sustainability.</p> <p>Within our curriculum we learn about fire safety from fire fighters, learn first aid from a local nurse and have a water safety visit from the RNLI.</p>	<p>We welcome UK Parliament Outreach workers and local MPs into school within our work on ethical and local matters to get their views and to put questions across to them. We link this in with our curriculum where possible and during general elections.</p>	<p>As a school, we will look for even further opportunities to link our curriculum to learning about British institutions and services.</p>
<p>Understand why, and how, they must accept responsibility for their behaviour, and that there are consequences for every action.</p>	<p>Within the classroom the teachers set clear expectations and give children classroom responsibilities</p>	<p>Our behaviour policy clearly outlines the rules and responsibilities both in the classroom and around school.</p>	

	<p>and jobs for them to complete on a daily basis.</p> <p>We welcome visitors to support children in Year 5/6 with online safety.</p>	<p>SLT and staff reinforce this when dealing with behavioral issues in the classroom and around school. All staff members are consistent in their approach, in line with the behaviour policy.</p> <p>Staff, governors, parents and children in Yr 5/6 have access to the Safer Schools App giving support for staying safe online and behaving responsible.</p>	
<p>Acquire an understanding of how the rule of law works in England, e.g. the separation of power between the executive and the judiciary.</p>		<p>Outreach programme from UK Parliament Outreach team comes into school to do an assembly on how the law works</p>	
Individual liberty			
The school enables pupils to:	Curriculum	Other school activities	Comments and actions

Develop their knowledge, self-esteem and confidence

Pupils are encouraged throughout the curriculum to offer their views and beliefs on subjects discussed in class. This comes from the interesting generator, the big question and ethical thinking that start each topic throughout school.

All topic work done in school progress towards as 'extraordinary ending' giving children a purpose to the knowledge and learning in their studying.

Through the HRSE Curriculum, my Happy Mind, children learn about how the brain works, how to participate in happiness and work towards personal goals and dreams-linking to our school motto, 'Dreaming of bright futures for all'.

Pupils are offered numerous opportunities to develop their confidence through a variety of extra-curricular clubs that can cater to most pupils' interests.

Children are rewarded in class and in assemblies for encompassing the school values (Respect, Care & Compassion, Resilience and Aspirations)>

Homework has been designed to meet the needs and interests of all children, to encourage children to share their interests with the teacher and the class.

All year groups participate in sporting competitions throughout the school year to develop in confidence and self-esteem.

The school will aim to implement more structures to reward pupils' attainment, progress, behaviour and respect for others to increase the confidence of pupils regardless of their academic capability. The behaviour policy was renewed to incorporate PIVATS, small targeted steps to promote self-esteem as well as incorporating the gospel values and renewed reward systems in class.

<p>Develop a positive sense of themselves and their personalities.</p>	<p>Through the HRSE Curriculum, my Happy Mind, as children work towards a personal goal and the importance of happiness.</p>	<p>Homework has been designed to meet the needs and interests of all children, to encourage children to share their interests with the teacher and the class.</p> <p>Children are rewarded in class and in assemblies for encompassing the school values (Respect, Care & Compassion, Resilience and Aspirations)</p> <p>Annually, we have a 'What will the future hold?' day, where children come dressed as their future selves.</p> <p>Extra-curricular clubs allow for all children to take part in activities that bring new skills, develops their personalities and gives new opportunities to aspirations.</p>	<p>We have started a link with Deepdale Primary School, through the Linking Network, which focuses on celebrating children's individual personalities and what makes them unique.</p>
<p>Understand how living under the rule of law protects the individual's wellbeing and safety.</p>	<p>We have a Safety Week in school, where we focus on individual rights and safety at school, home and online. We look at how wellbeing and safety is achieved by following the rules of law.</p>	<p>The school has visits from bikeability, local police, nurses and the RNLI to inform the children about the importance and wellbeing and safety – including being safe online.</p>	

	<p>We look at staying safe online and being SMART</p>	<p>Children receive 'dojo' points for themselves when they uphold the school values. This reinforces the importance of individual wellbeing and safety within school.</p>	
<p>Understand how they can contribute to the lives of others and to society.</p>	<p>Through our big questions and ethical thinking, children explore how their contribution effect the society they live in, e.g children in KS2 learn about the welfare of animals. KS1 children learn about the effect of plastic on the ocean and take part in litter-picks to clean the local environment.</p> <p>EYFS receive 'secret readers' from a range of weekly visitors who read the children a story and talk about their life. This allows children from a young age to interact with different memebers of society in a positive way, building links and relationships.</p>	<p>A focus on each topic the children study is for children to actively contribute to society.</p> <p>Children receive a host of visitors, from parents to police looking at careers and the importance of contributing to society in a positive way, having ambition for all pupils.</p>	<p>A focus on each topic the children study is for children to actively contribute to society. This is continually assessed and we try to create new ways for children to have a real impact regarding the society they live in. This is done by Curriculum consultations that the SLT has with teachers.</p>

<p>Partake in a range of experiences that allow them to explore and reflect upon their own feelings.</p>	<p>Through our big questions and ethical thinking, children explore how their own feelings on the subjects they are covering in their curriculum. Children in KS2 consider 'How do we live a family life?' in their Art of Food topic.</p> <p>Through My Happy Mind, children learn about the science behind their feelings.</p>	<p>Our school motto incorporates, 'Feeling the Gospel values'. Throughout of school, we aim to engage with our own feelings and how important they share on shaping our actions, supporting others and each other to each our full potential.</p> <p>The whole school take part in the National Anti-Bullying Week. This allows all children to consider what it is to be nice, talk about their feelings and reflect on times when others were not nice to them. The school is working toward the Anti-bullying Diana Award.</p> <p>The SLT have undertaken Wellbeing in Schools training, to look at ensuring the children and staff are thriving in school</p>	<p>School will look into developing further training for staff to support mental health and wellbeing for children and colleagues.</p>

Understand that their freedom to choose and hold other faiths and beliefs is protected in law.	As part of the national curriculum children in KS1 and KS2 visit a local mosque and synagogue to learn about other religion and faiths.	Everyone is welcome at St. Mary's Catholic Primary School. We follow the example of Jesus and he loved all people regardless of their faith or beliefs.	As a school, we are working towards the Laudato Si Award and Diana Award, which allows us to focus on ensuring we, as a school, ensure we treat every human with equality.
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Mutual respect and tolerance of those with different faiths and beliefs

The school enables pupils to:	Curriculum	Other school activities	Comments and actions
Grow up in an environment of inclusivity and tolerance where all views, faiths, cultures and races are valued.	<p>Pupils are taught about different cultures through reading diverse books in school, learning about different cultures and religions through English, history and RE.</p> <p>Our PSHE curriculum taught across KS1 and KS2 covers all aspects of diversity and ensures children at our school grown up in an environment of acceptance for all.</p>	<p>The school holds mutual respect at the centre of its expected standards of behaviour, e.g. through the Behaviour Policy and Pupil Code of Conduct.</p> <p>Underpinning all aspects of school life is the gospel values. SLT and teachers act this out on a daily basis showing love, compassion and mutual respect for all.</p>	As a school, we are working towards the Laudato Si Award and Diana Award, which allows us to focus on ensuring we, as a school, ensure we treat every human with equality.
Explore other cultures and develop a broad understanding of Britain's multicultural makeup.	Children in KS2 learn about a range of different cultures, looking at early Islamic civilizations and modern day Brazil. The curriculum has been designed to reflect the multicultural makeup of the UK and wider world.	<p>Around school, we ensure our displays and the welcome area in school reflects the diverse culture of Britain.</p> <p>The school is linked with Deepdale Primary School, through The Linking</p>	We are always looking for opportunities to bring in diverse aspects of learning, with a focus on other cultures and the multicultural makeup of Britain. This is something we will continue to develop.

		Network. The focus of the link is to gain an understanding and acceptance of other faiths and cultures, giving young children underpinning values for their future lives.	
Learn about different faiths and belief systems.	<p>As part of the national curriculum children in KS1 and KS2 visit a local hindu temple, mosque and synagogue to learn about other religion and faiths.</p> <p>Each year children learn about the celebration of Diwali, in the Hindu faith.</p>	The school is linked with Deepdale Primary School, through The Linking Network. The focus of the link is to gain an understanding and acceptance of other faiths and cultures, giving young children underpinning values for their future lives.	<p>Further opportunities needed to look at different faith celebrations throughout the year.</p> <p>Further visits and visitors from other faiths to be welcomed to further broaden experiences.</p>
Respect other people of all faiths and beliefs.	<p>As part of the national curriculum children in KS1 and KS2 visit a local mosque and synagogue to learn about other religion and faiths. This is taught with respect and reverence.</p> <p>Each year children learn about the celebration of Diwali, in the Hindu faith</p>	The school is linked with English Martyrs Primary & Deepdale Primary School, through The Linking Network. The focus of the link is to gain an understanding and acceptance of other faiths and cultures, giving young children underpinning values for their future lives.	

Acquire an appreciation and respect for their own and other cultures and develop harmonious relationships with others of different cultural backgrounds.	KS2 children have a relationship with a school in Malawi Africa. Children send letters and have pen pals with the children at the school. They exchange information and photographs to look at how our locality is different to theirs. By creating such relationships, children form bonds and relationships they discourage any discrimination/prejudice.	SLT lead by example in assemblies, highlighting the need to accept all cultures, backgrounds and diversity. This is done through following parables and stories of Jesus and how we interacted with people and what lessons need to be learnt.	Develop live video links to have a closer relationship with the Malawi school. Develop further links with schools of other cultures to broaden the children's experiences and acceptance of others.
Understand that other people having different faiths or beliefs to them should not be the cause of prejudicial or discriminatory behaviour.	KS2 children have a relationship with a school in Kenya. Children send letters and have pen pals with the children at the school. They exchange information and photographs to look at how our locality is different to theirs. By creating such relationships, children form bonds and relationships they discourage any discrimination/prejudice.	SLT lead by example in assemblies, highlighting the need to accept all cultures, backgrounds and diversity. This is done through following parables and stories of Jesus and how we interacted with people and what lessons need to be learnt.	Develop live video links to have a closer relationship with the Malawi school. Develop further links with schools of other cultures to broaden the children's experiences and acceptance of others.
Develop an understanding of the importance of identifying and combatting discrimination.	Children across school learn about 'Black History Month' where we learn about significant people in black history, what they encountered and what they stood for. This is linked to the PSHE and history curriculum.	SLT lead by example in assemblies, highlighting the need to accept all cultures, backgrounds and diversity. This is done through following parables and stories of Jesus and how we interacted with people and what lessons need to be learnt.	Develop live video links to have a closer relationship with the Kenyan school. Develop further links with schools of other cultures to broaden the children's experiences and acceptance of others.

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Additional comments

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