



St. Paul's Catholic School and British Values

This document takes the DfE criteria for British Values and the CES criteria and gives examples of how St Paul's meets these in its life and work.

All aspects of life and work at St Paul's are undertaken with Catholic Social teaching at the centre. Explicit links are made to CST as we conduct this work to ensure that students can see how their actions are fulfilling our mission as Catholics.

- 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;
 - This is part of PSHE and individual subjects but also part of the fabric of school life.
- an understanding that there is a separation of power between the executive and the judiciary, and 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;
 - This is covered through the PSHE and Citizenship process
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
 - The understanding is promoted that this is something that each person has as a right. Pupils are made aware that religious discrimination is not lawful.
 - Other faiths are taught in RE
- 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
 - Acceptance of others and tolerance of difference is promoted. The RE curriculum covers the topics of prejudice and discrimination.
 - Other faiths are taught in RE
- an understanding of the importance of identifying and combatting discrimination.
 - This is covered through the RE curriculum and is also an issue that the pastoral system seeks to support
- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
 - this is covered within PSHE and Citizenship, History and Politics at A-Level
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;

- School Council, Form Tutor elected representatives and external involvement in elections is outlined below.
- Pupil forums
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
 - Pupils are encouraged to argue and defend points of view within the curriculum, through elections that take place annually and thus more often than mock elections that coincide with national or local elections.
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.
 - Retreats
 - Pilgrimages
 - Charity Fund-Raising
 - Fairtrade Fortnight
 - Competitive school sports
 - Pupil mentors

Democracy

- Having a school council
 - There is a School Council and Year Council- elections are held, where prospective candidates must articulate how they will serve the student body. Both students and staff vote in these elections.
 - Pupil forums take place regularly on a variety of topics.
- Taking part in debating competitions (internally or with other schools)
 - School takes part in annual Milton Keynes Schools' Debate with the final at the Houses of Parliament.
- Highlighting the development of democratic ideas in history lessons
 - This is part of the History Scheme of Work. Students gain an in depth understanding of the importance of democracy through their Humanities studies, which follows the development of democracy and the rule of law in Britain from Medieval times to the 21st Century.
- Allowing pupils to vote for Tutor Group representatives and Sports Captains
 - Pupils vote for the Youth Council locally and Youth Parliament representatives
 - Pupils vote for Form representatives for a variety of roles
 - Pupils vote for School Council representatives
- Ensuring all pupils are listened to by adults
 - The high incidence of pupils who are happy to bring a problem to an adult, whether for themselves or on behalf of another, shows that pupils feel they will be listened to by adults.
 - Pupils vote on important school matters Uniform
- Inviting MPs and other speakers to the school

- Outside speakers including MPs have been into school to talk to pupils and answer questions on their work.
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- Visiting parliaments, assemblies and local councils
 - Visits to Parliament have taken place every year.
- Holding mock elections
 - There are a significant number of real elections that take place during the school year.
- Participating in the UK Youth Parliament
 - We participate in the UK Youth parliament election process. There have been candidates previously from St Paul's. Candidates have been into school to address year groups and answer questions.
 - St Paul's is the school with the largest voter turnout and the largest number of candidates

The Rule of Law

- Having a clear behaviour policy that is explained to all
- Behaviour for Learning Policy is clear to pupils and staff. Explained to pupils through assemblies, reinforced by tutors and pupils are mentored by tutors through the green and red stamp system. Clear rewards and sanctions are used when appropriate and students are always made aware of the reasons for sanctions, ultimately to prepare our young people for adult life.
- Organising visits from the police service to reinforce the message of right and wrong
 - Attached police officer has spoken at assemblies. She will, together with the local PCSOs, will talk to individual pupils or groups of pupils to reinforce messages of right and wrong.
- Highlighting the rules of the Church and God in the RE curriculum, for example the 10 commandments and the Precepts of the Church
 - Moral choices and decisions are part of the conversations with pupils as well as part of the curriculum
- Teaching about the development of the Rule of Law in English Law, a legal system created uniquely in a Catholic England, inspired by Christian values and becoming a major influence across the world
 - This a feature of the History curriculum
- Staff and Governors receive ongoing training to aid their teaching of British Values. This includes safeguarding training, training on the Equality Act and training on Special Educational Needs and disabilities.

Individual Liberty

- Encourage students to be independent in their learning
 - The use of the Learning Talents and the underpinning philosophy of Building Learning Power encourages this systematically

- Provide students with opportunities for reflection as they take responsibility to discerning their vocation
 - Days of Recollection and Retreats as well as the Journey to Work programme through Years 9-13 do this.
 - The school has very high expectations with regards to behaviour both in and outside of school.
 - School expectations are reinforced through collective worship, which is always underpinned with CST, and by the actions of staff, i.e. all staff participate in duty after school and in addressing any incidences of inappropriate behaviour.
 - Social responsibility is a recurring theme throughout all curriculum subjects and the whole school priority of taking responsibility for learning and actions permeates throughout communications with pupils.
 - Student leader Service Programme which runs throughout each year group in the school.
 - Fundraising activities held throughout the year including relating to a variety of charities.

Mutual respect

- Having a mission statement that is inclusive
 - The mission statement is included on the school website as well as on the classroom walls. It is inclusive and reminds pupils that love and service are at the heart of all we do.
- Constantly promoting respect for others as good manners
 - This is part of the school mission and vision as well as part of classroom expectations.
- Reinforcing the value of everyone's opinions in class debates
 - Observation of teaching both, formally and informally, would give evidence that this is the case. Classroom expectations reinforce this.
- Having an effective anti-bullying policy
 - Our stake holder surveys showed that the incidence of concern about bullying at St Paul's is below averages. This means that our arrangements to counter bullying are effective.
 - Pupils contributed to the whole school bullying policy and definition and this is something all stakeholders feel secure with.
- Emphasising in RE and PSHE lessons that every person is unique and "created in the image of God"
 - This is a feature of the RE curriculum and also included in the Vision from St Paul's which is on the school website and shared with all stakeholders.
- Having active educational links with other schools
 - We work actively with other schools in Milton Keynes through Headteacher and Heads of department forums. This is particularly the case with our

Catholic primary schools in Milton Keynes. We have links with Stephenson Academy, a SEMH school in Milton Keynes.

- Primary school links – student council days and taster days.
- Supporting charitable works
 - A range of charities are supported annually. These are often nominated by pupils or respond to interests of groups of pupils at that time...

Tolerance of those with different faiths and beliefs

- Highlight how Religious Education provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them
 - This is undertaken within RE. Other faiths are covered, particularly Judaism and Islam.
 - We have strong links with the Sikh community which includes a visit for year 7 annually to the local Gurdwara.
- Show how Jesus encouraged tolerance in stories such as The Good Samaritan and The Women at the Well
 - Acceptance and the respect of others and the unique worth of each person are part of the school's mission and vision and lived by those in the school. Where anyone falls short then work is done to educate and correct this.

The PSHE Curriculum

Inclusion of (and making explicit) British Values was a focus of the planning for our new PSHE curriculum, this has been introduced and is imbedded in our practice at St. Paul's. When a topic is relevant to one or more of the British Values, they will be signposted in the lessons and resources.

Topics will include:

- Democracy
- Politics
- Rights and responsibilities

In addition, 'relationships' topics will be delivered in the context of inclusion and mutual respect and, where applicable, pupils will be made aware of any associated laws.