

# St Thomas of Canterbury Catholic Primary School

## British Values Statement

The DfE require that all schools ensure that we “create and enforce a clear and rigorous expectation on all schools to promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” Actively promoting these values means challenging pupils, staff or parents/carers who express opinions contrary to fundamental British values, including ‘extremist’ views.

As a Catholic school our school values are taken from the Gospel values that we learn from the life of Jesus as told in the Bible. We try hard to live out our values, both inside and outside of school. Our values are central to our worship, work and play.

Our school values are interlinked with core British Values.

The school have linked the Gospel Values to British values and discussed how we promote them in the school. These are linked very clearly to the Beatitudes given in the Sermon on the Mount taken from the Gospels of Matthew 5:3-12 and Luke 6:20-23 and form a display in the administrative corridor which all children have access to.

This is illustrated in the table below:

### British values:

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

### Gospel values:

Faithfulness and Integrity- “Blessed are the pure in spirit, for theirs is the Kingdom of Heaven.”

Dignity and Compassion- “Blessed are those who mourn, for they shall be comforted.”

Humility and Gentleness- “Blessed are the meek, for they shall inherit the earth.”

Truth and Justice- “Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.”

Forgiveness and Mercy- “Blessed are the merciful, for they shall obtain mercy.”

Purity and Holiness- “Blessed are the pure in heart, for they shall see God.”

Tolerance and Peace- “Blessed are the peacemakers, for they shall be called the children of God.”

Service and Sacrifice- “Blessed are those who are persecuted for righteousness’ sake, for theirs is the Kingdom of Heaven. Blessed are you when they insult you and persecute you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way.

In addition, we uphold the British Values in the following ways:

### **Democracy**

Democracy is part of our working practice at the school. Pupils are always listened to by adults, and are taught to listen carefully and with concern to each other – respecting the right of every individual to have their opinions and voices heard. Pupils have their own voice, and are able to air their opinions and ideas through our School Council. The election of the School Council members is based on pupil votes, demonstrating democracy in action. Voting is also an element of a range of day-to-day activities such as School Council meetings, deciding the chosen charity of the year and how school life can be improved.

### **The Rule of Law**

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our core values are reflected in children's routines every day. Each class follows school rights and responsibilities that reflect strong core values. Our behaviour policy, as well as promoting good behaviour and effort, also makes it clear that if rules are broken there are consequences. Children take part in reflecting and identifying how to make amends. Our children are also taught that there are laws to protect us, and when these laws are broken we are potentially putting ourselves in danger, and could find ourselves in trouble.

### **Individual Liberty**

Within school, pupils 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 our pupils to make choices safely, through the provision of a safe environment and by enabling them to develop self-regulation based on our **Whole School Target– “In St Thomas’s we do the right thing because it is the right thing to do.”** This emphasizes that all of us need to behave whether we are being monitored or not. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our Assemblies, Class Liturgies, Class Worship and PHSE and safe internet use procedures. Whether it is through choice of challenge in our lessons, of how they work in groups and record their work or their choice to participate in one or more of our numerous extra-curricular activities, our pupils are given the freedom to make choices.

### **Mutual Respect and Respect of Those with Different Faiths and Beliefs**

Respect is one of the values that drive our ethos. Through our use of Assessment for Learning, and use of talk partners, the children are taught to work in harmony with others regardless of differences in attainment or gender. We emphasise the right and responsibility of every child to learn. Ensuring that children understand that they need to consider their actions carefully so that they do not detract from learning and therefore affect others' rights to learn. St Thomas of Canterbury Catholic Primary School enhances pupils' understanding of different faiths and beliefs through Religious Education Studies, Assemblies, Class Liturgies and Class Worship and topic work. This is further enhanced through carefully planned educational visits and by welcoming parents and visitors from outside the school. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society. Our School Calendar helps us to make every effort to highlight important events such as Chinese New Year, Diwali, Eid etc.

	Whole School	EYFS	KS1	KS2
Democracy	<p>Election of School Council representatives for each class from Yr 2</p> <p>Class council meetings</p> <p>School council visit to London and the Houses of Parliament</p> <p>Pupil surveys</p>	<p>Child initiated activity</p> <p>Making choices</p> <p>Healthy snack choice and independence</p> <p>Contributing to planning through their interests</p> <p>To explain own knowledge and understanding; ask appropriate questions of others</p> <p>To become confident to speak to others about their needs, wants, interests and opinions</p>	<p>What I would like to learn approach</p> <p>Use of talk partners</p> <p>Talking Chips/Structured approaches for collaborative learning</p> <p>Share views and opinions with others</p> <p>Standing up for myself</p>	<p>What I would like to learn approach</p> <p>Use of talk partners</p> <p>Talking Chips/Structured approaches for collaborative learning</p> <p>Chosen charities – the School Council are involved in the decision-making process</p> <p>Debating/Voting/Conscience alley – agree/disagree decision processes</p>
The rule of law	<p>Children write and sign own class rules</p> <p>Understanding the key messages in the School Mission Statement</p> <p>Behaviour Policy and Behaviour reward system consistent approach across the school</p> <p>Thurrock Road Safety Team; Road Safety Walks</p> <p>Playground rules</p> <p>Lunch hall rules</p>	<p>Helping children to develop self-control</p> <p>Considering the feelings of others</p> <p>Tidying up</p> <p>To be aware of boundaries set and behavioural expectations</p>	<p>Thurrock Scooter sessions</p> <p>Follow rules to keep them safe in familiar and unfamiliar situations</p> <p>Understanding the key messages in the School Mission Statement</p>	<p>Thurrock Bikeability sessions</p> <p>Understanding the key messages in the School Mission Statement</p>
Individual liberty	<p>Celebration of work and attitude in Key Stage Assemblies led by HT and AHTs</p> <p>Reward certificates, Golden Tickets, Golden Letters</p> <p>Whole School Masses</p> <p>Attitudes and Dispositions</p> <p>Extended learning experiences through lunchtime clubs and after school clubs</p> <p>Self-differentiation and challenge in lessons</p> <p>Growth mindset</p> <p>Participation in Brentwood Diocese Citizenship Award</p> <p>Use of Classroom Monitors</p>	<p>Class worship, Class Liturgies in the Summer term</p> <p>Focus on different activities for children to discuss their own preferences</p> <p>Superstar Awards</p> <p>Selecting and using activities and resources with help</p>	<p>Class Liturgies and Class worship</p> <p>Year 2 Group Mass</p> <p>Class Prayer Monitors</p> <p>Growth Mindset</p> <p>To become more independent</p> <p>Respect the need for privacy in different contexts</p> <p>Identify ways to solve a problem</p> <p>Making the right choices</p>	<p>Class Liturgies and Class worship</p> <p>Class Masses, Year Group Masses</p> <p>Class Prayer Monitors</p> <p>Playleaders – Y6 PALS</p> <p>Growth Mindset</p> <p>Setting your own goals</p>

	Whole School	EYFS	KS1	KS2
Mutual respect and respect of those with different faiths and beliefs	<p>Understanding the key messages in the School Mission Statement- particularly the emphasis on respect and consideration</p> <p>Study of other world faiths as part of our RE provision</p> <p>E-safety curriculum and Anti Bullying Week</p> <p>Recognition of awareness days – Remembrance/Armistice Day, Christian Persecution wear Red Day, Mental Health Week, Stephen Lawrence Day, World Kindness Day, International Men’s and Women’s Days, World Earth Day</p> <p>Black History Month</p> <p>Wildlife Garden</p> <p>Health Service visits and involvement in the Healthy Schools Mission</p> <p>Fire Safety visits</p> <p>MHST and our school worker, BCCS counsellor</p>	<p>Multi-cultural toys and books</p> <p>Judaism</p> <p>Chinese New Year (R)</p> <p>Forest school</p> <p>Making relationships</p> <p>Self-confidence and self-awareness</p> <p>Managing feelings and mutual respect</p> <p>Role play</p> <p>Initiating play offering cues to peers to join them</p> <p>Demonstrate friendly behaviour; initiating conversations and forming good friendships</p> <p>To be more confident in new social situations</p> <p>Understand some actions and words can hurt some others feelings</p> <p>Taking turns to share resources</p> <p>To take steps to resolve conflicts with other children</p> <p>Understand their own actions affect other people</p> <p>Negotiate and solve problems without aggression</p>	<p>Judaism</p> <p>Hinduism</p> <p>Understand way to show kindness</p> <p>Talk confidently to share their feelings</p> <p>Recognise and manage feelings</p> <p>Recognise success and set simple goals</p> <p>Learn how to cope with change and loss</p> <p>Listen to others and play cooperatively</p> <p>Know they should not keep secrets that make them feel anxious or afraid</p> <p>Learn about groups and communities they belong to</p> <p>Learn everyone is unique</p> <p>Recognise similarities with others</p> <p>To use technology safely and respectfully and keep ourselves safe online</p>	<p>Judaism</p> <p>Hinduism</p> <p>Impact of natural disasters</p> <p>Carbon footprint</p> <p>Exploring friendships and relationships</p> <p>Exploring emotions</p> <p>Talking about emotions</p> <p>Mental Wellbeing</p> <p>Personal Hygiene</p> <p>Facts and science relating to allergies, immunisation and vaccination</p> <p>Self-care techniques</p> <p>Exploring safe relationships (confidentiality and secrets)</p> <p>Managing hurtful behaviour</p> <p>Protecting the environment</p> <p>Positive and negative internet use</p> <p>Walk the line UKS2</p> <p>Recognise and respond to others feelings</p> <p>Recognise their own worth as individuals</p> <p>Different groups make up the community</p> <p>The effects of our actions</p> <p>Giving help to face new challenges positively</p> <p>Participating in Holocaust Memorial Day</p>