



St. George's Mission Statement

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our world.

We strive to be the best that we

St Georges Catholic School – British Values Statement

We learn, we love, we look after our world. We strive to be the best that we can be, following in the footsteps of Jesus.

St. George's is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) and the foundation of the entire educational process. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

In 2013 the Department for Education said

"Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important. This change is an important step towards ensuring we have a strong legal basis for intervening in those schools where this is an issue."

"The vast majority of schools already promote British values. This is about making sure we have the tools we need to intervene if children are being let down."

Schools are required to actively promote and not undermine "British Values." The government has set out its definition of British Values as:

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

At St. George's we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church.

We are confident that our continued focus on our Faith, the Gospel Values, Catholic social teaching and placing God at the centre of everything that we do, will give our pupils the necessary awareness

and understanding of what it means to be a good citizen in Britain today. This embeds in them the building blocks of a future successful and productive life and respect for all members of the global human family.

Through RE, PSHE, SMSC and promoting the principles of catholic social teaching we are able to make real links between the values of our pupils and the lives of others in their community, country and the world in general.

Through our Creative Curriculum we teach about democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths

Democracy

- Provide pupils with a broad general knowledge of, and promote respect for all and an understanding of the need to value the work of the members of our community
- Teach pupils how they can influence decision-making through the democratic process including voicing opinions and explaining why they agree or disagree in all learning across the curriculum
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school – this is achieved through the school culture and vision, pastoral provision and School Council and committees
- Hold class debates so pupils learn how to argue and defend points of view
- Help pupils to express their views
- Enable pupils to have their voices heard through our School Council and Pupil questionnaires
- Pupils gain awareness of public services through visits from Fire Service, Community Police, involvement with GoGivers.
- Model how perceived injustice can be peacefully challenged

Rule of law

- Ensure school rules and expectations are clear and fair and that pupils have a part in determining class rules set each September
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Develop restorative justice approaches to resolve conflicts

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced on a daily basis, as well as when dealing with behaviour and through school assemblies.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence.
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- Challenge stereotypes.
- Implement a strong anti-bullying culture

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 young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons.

Respect and tolerance

- Promote respect for individual differences and understand that we are all unique and loved
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Learn about other faith communities including a focused multi faiths week
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, and gender and differences of family situations, such as young carers

Policy Approved by: John Foster

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