



**St Augustine Webster Catholic Voluntary Academy**

**British Values Links**



British Value	Statement	Evidence/teaching opportunities (What do we do in school to teach/promote value?)	Impact
<b>Democracy</b>	Democratic values are an explicit part of the ethos in St Augustine Webster. Debate and discussion are regular activities across the curriculum. All adults listen to the views of pupils and value their opinions. Pupils have further opportunity to have their voices heard through our school council, pupil questionnaires, pupil interviews and responsibilities.	<ul style="list-style-type: none"> <li>• School Council member elections</li> <li>• House Captain elections</li> <li>• Eco Council elections</li> <li>• Pupil Questionnaires</li> <li>• Pupil Interviews</li> <li>• Pupils are always spoken to during ‘Teaching and Learning Reviews’ and when visitors come into school.</li> <li>• Involvement of Pupils in the recruitment process</li> <li>• Taking time to listen to pupils respectfully and kindly, and explain to all the pupils why this is important</li> <li>• Providing opportunities for pupils to talk about things they are interested in or have done</li> <li>• Encouraging conversation with others and demonstrating appropriate conventions: turn taking, waiting until someone else has finished, listening to others and using expressions such as “please”, “thank you” and “can I...?”</li> <li>• Providing collaborative activities e.g. parachute games, role-play</li> <li>• Learning through choosing</li> <li>• Child led work and play in EYFS</li> <li>• The teaching of Ancient Greek Democracy</li> <li>• There are opportunities for pupils to have their voice heard through responsibilities i.e. ‘lunchtime readers’, ‘sports leaders etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand the process of casting votes.</li> <li>• Pupils have a broad general knowledge of, and promote respect for public institutions and service.</li> <li>• Pupils have played a part in the recruitment of new staff.</li> <li>• Pupils are consulted on many aspects of school life and demonstrate independence of thought and action.</li> <li>• Pupils are given a ‘pupil voice’ and make a positive impact on the direction of the school.</li> <li>• Pupils learn their own views are valued and to value the views of others.</li> <li>• Pupils understand about taking turns.</li> <li>• Pupils can articulate their views using the language of respect ‘I agree with/I don’t agree with...’</li> <li>• Pupils understand about the importance of accepting responsibility and of their right to be heard in school.</li> <li>• Pupils know that they will be listened to when they raise injustices.</li> <li>• Pupils demonstrate friendly behaviours and make good relationships with adults and peers.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pupils can explain their own knowledge and ask questions of others.</li> <li>• Pupils are confident to speak to others about their own needs, interests and opinions.</li> <li>• Pupils take steps to resolve conflicts and find a compromise.</li> <li>• Pupils express themselves effectively, showing awareness of listeners' needs.</li> <li>• Pupils feel safe and valued.</li> <li>• Pupils understand about taking turn.</li> <li>• Pupils can apply democracy to real life situations.</li> <li>• Pupils explore issues such as democracy in their historical context and relate them to the modern day, enabling pupils to understand how, overtime, changes happened and to evaluate their impact.</li> <li>• Within lessons, pupils have the opportunity to express their opinions and these are respected by others.</li> <li>• School Council have contributed the School's Behaviour Policy and range of lunchtime activities.</li> </ul>
<b>Rule of Law</b>	<p>The importance of laws and rules are consistently reinforced in the classroom, as well as school assemblies. The school council have developed the Behaviour Policy. Pupils follow the Behaviour Policy and clearly understand the rewards and sanctions that are used. Pupils are taught to understand the need for laws and rules – they are for individual protection, the</p>	<ul style="list-style-type: none"> <li>• School rules are visible around school.</li> <li>• The Behaviour Policy has been developed by the Pupils and appropriate sanctions developed.</li> <li>• Discussion around rules and why these are important in real life scenarios when issues arise.</li> <li>• Learning through choosing, establishing rules for games and following them.</li> <li>• Visitors in school, such as the Police, to talk about issues surrounding the law.</li> <li>• Cultural practices which are against British law and universal rights (e.g. healthy relationships and consent are covered in RSE/PSHE).</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour in and around school is at least good.</li> <li>• Pupils know the difference between right and wrong.</li> <li>• Pupils are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</li> <li>• Pupils are aware of the rules of different PE games and sports played within the School Community and can remind others of the rules if others forget.</li> <li>• Pupils are able to discuss and debate topical issues in relation to these – e.g.</li> </ul>

	<p>responsibilities that this involves and the consequences of when laws are broken.</p>	<ul style="list-style-type: none"> <li>• During PE lessons and games, learning about respecting the rules of the game they are playing and are consistently applied.</li> <li>• Providing books with stories about characters that follow or break rules, and the effects of their behaviour on others.</li> <li>• Learning about rules that keep us safe when using equipment – a recognition of health and safety – keeping others safe, in DT.</li> </ul>	<p>Pupils can argue for ‘Should there be censorship?’</p> <ul style="list-style-type: none"> <li>• Pupils can talk about reconciliation and forgiveness.</li> <li>• Pupils can show acts of reconciliation and forgiveness.</li> <li>• Pupils understand how modern laws are passed and why we have them.</li> <li>• Pupils understand why laws in this country may differ to other countries.</li> <li>• Apply their awareness to real life situations as they arise.</li> <li>• Pupils become increasingly aware of their place within the wider school community.</li> <li>• Pupils understand they are to follow the same rules as all the Pupils in school.</li> <li>• Pupils understand they are to follow the same rules as all the pupils in school.</li> <li>• Pupils work as part of a group or class and understand and follow the rules.</li> <li>• Pupils are aware of the boundaries set and behavioural expectations of school.</li> <li>• Pupils talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.</li> </ul>
<p><b>Individual liberty</b></p>	<p>Pupils are encouraged to be independent learners, constantly making choices with a safe supportive environment. The development of well-being, self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and taught how to use their rights to best effect.</p>	<ul style="list-style-type: none"> <li>• Mental Health Lead in school.</li> <li>• Internet Safety Day.</li> <li>• Pupils are encouraged to take part in fund raising activities and see the impact this has made.</li> <li>• Encouraged to be independent learners in their everyday classroom activities – resources and activities can be chosen. Discuss successes and share achievements to develop a positive sense of self.</li> <li>• Promoting independent skills across all areas e.g., self-care and self-initiated learning.</li> <li>• Learning through choosing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can independently make safe choices due to teaching.</li> <li>• Attitudes to learning are at least good.</li> <li>• Needs of all pupils are met.</li> <li>• Pupils know how to make informed choices about the food they eat/diet. Pupils have raised money for charities.</li> <li>• Pupils can see the impact their fund raising has made.</li> <li>• Pupils have an understanding of how individual liberty can be removed.</li> </ul>

	<p>All pupils are encouraged to support charities which may be local, national or international. They are taught consideration for others through our Religious Education curriculum. E Safety embedded throughout the whole curriculum enables them to make choices in a safe manner.</p> <p>Through our Catholic ethos and virtues, Pupils are aware of how to treat people as individuals with dignity and compassion. We invest heavily in meeting the needs of all of our Pupils, by creating equality of opportunity, by knowing and understanding the needs of all of the Pupils.</p>	<ul style="list-style-type: none"> <li>• All activities available to all Pupils, not restricted by gender stereotypes.</li> <li>• Universal Church topic.</li> <li>• Windrush topic.</li> <li>• Rights of Pupils in PSHE.</li> <li>• Individual identity in PSHE.</li> <li>• In PE lessons and during play, encouraging pupils to think about their next move independently and where they are going to pass/move etc.</li> <li>• Learning about recycling and sustainability in science and PSHE.</li> <li>• Learning about health and wellbeing in PSHE.</li> <li>• Learning how to look after themselves in PSHE.</li> <li>• Learning about online friendships and staying safe online in PSHE.</li> <li>• Learning how to respect themselves in PSHE.</li> <li>• In DT, learning to make their own choices and develop reflective attitudes towards their decisions, all within a safe environment, recognising that making mistakes is acceptable.</li> <li>• Pupils having the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging pupils to support each other.</li> <li>• Learning and understanding how ideas are developed through processes and build up resilience to getting things wrong and trying again, making mistakes and suggesting improvements to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging independence through self-selected activities.</li> </ul> <p>Pupils are proud of their achievements. All areas of development are valued, not only academic learning.</p> <ul style="list-style-type: none"> <li>• Pupils develop a positive sense of themselves, freely choosing a broad range of activities.</li> <li>• Pupils understand that they have rights and know what these rights are.</li> <li>• Pupils understand that all humans have basic rights and that some practices go against human rights.</li> <li>• Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings.</li> <li>• Pupils recognise how their freedom to use the earth's resources has an impact on themselves and other people in the world.</li> <li>• Pupils are self-confident and are ready for their next year group, or secondary ready when leaving Year 6.</li> <li>• Needs of all pupils are met.</li> <li>• Pupils have an understanding of how individual liberty can be removed.</li> <li>• Pupils are proud of their achievements and all areas of development to be valued not only academic learning.</li> </ul>
<p><b>Mutual Respect</b></p>	<p>Everything we do is based on Gospel values, with the important commandment being 'Love one another as I have loved you'. The ethos of the school aims to constantly promote respect for others</p>	<ul style="list-style-type: none"> <li>• Celebrating different faiths weeks in RE</li> <li>• Lesson observations especially behaviour and pupil/pupil, pupil/teacher relationships.</li> <li>• Telling a range of stories to demonstrate the tolerance and respect for other faiths and beliefs</li> <li>• Providing role-play areas with a variety of resources reflecting diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions</li> <li>• Pupils can identify similarities and differences between different faiths</li> </ul>

	<p>and the importance of good manners. All pupils are taught the importance of self-respect, honesty and open communication with others and fair play.</p> <p>The Catholic ethos of the school promotes individuals made in the image of God. Human dignity is central to this teaching. PHSE discussions include discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that Pupils see that they are important in their own right. Pupils are strongly encouraged to develop independence in learning and to think for themselves. Respect is a school value that is discussed deeply, including, self-respect and covering respect for family, friends, and other groups; the world and its people and the environment.</p> <p>Discrimination in any form is not tolerated. The school rules make a distinct reference to Protected Characteristics.</p>	<ul style="list-style-type: none"> <li>• Strengthening the positive impressions pupils have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</li> <li>• Collective Worship.</li> <li>• Pupil Surveys.</li> <li>• Parent Surveys.</li> <li>• Holocaust Memorial Day/World Peace Day Services</li> <li>• Free flow activities in Early Years.</li> <li>• School Rules include 'Respect'.</li> <li>• Discussions and activities – social stories to discuss mutual respect and how our actions can impact others in real life situations.</li> <li>• Small group games both planned and during choosing time, with adult support where needed to ensure each child is listened to.</li> <li>• Learning about the Diversity of the World/Universal Church in RE.</li> <li>• In History, learning about beliefs and cultures of ancient civilisations: the Mayans, the Ancient Greeks and the Ancient Egyptians.</li> <li>• In Music, listening, applying knowledge and understanding of music, and describing the different purposes of music in history and other cultures.</li> <li>• In Art, promoting tolerance and mutual respect by sharing different people's ideas that may be built on cultural diversity by exploring art in different cultures and religions: Rangoli patterns, Mayan art etc.</li> <li>• Learning about the Windrush Generation in history</li> <li>• Protected Characteristics are explicitly taught in PHSE.</li> <li>• School rules refer to protected characteristics.</li> <li>• In History, learning about beliefs and cultures of ancient civilisations: the Mayans, the Ancient Greeks and the Ancient Egyptians.</li> <li>• In Music, listening, applying knowledge and understanding of music, and describing the different purposes of music in history and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can work co-operatively and collaboratively in a range of groups and situations. Pupils can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</li> <li>• Pupils know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends, family, communities and traditions.</li> <li>• Pupils's behaviour demonstrates their good understanding of this value in action.</li> <li>• Pupils support each other throughout school for instance older pupils help younger ones at lunchtime.</li> <li>• Pupils take a responsible role in the Holocaust Memorial Service/World Peace Day.</li> <li>• Pupils can explain the consequences when mutual respect is lost.</li> <li>• Pupils to apply this in real life situations.</li> <li>• Pupils will develop skills to communicate respectfully with their peers.</li> <li>• Pupils understand that we live in a diverse country, where people live freely regardless of gender identification or disability and that these are to be respected.</li> <li>• Pupils understand that we live in a diverse country where people live freely regardless of race or religion and that these are to be respected.</li> <li>• Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should</li> </ul>
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			<p>all be fair and just in our opinions and treatment of fellow human beings.</p> <ul style="list-style-type: none"> <li>• Pupils recognise and talk about how their feelings and bodies change as they grow; respecting their similarities and differences.</li> <li>• Pupils understand what past societies have contributed to our culture today.</li> <li>• Pupils listen to and learn about the music of other faiths and cultures. Music learning stimulates pupils' curiosity about, and tolerance of, differing cultures/religions and their music, whilst also developing a growing awareness of identities, from personal to national to international.</li> <li>• Pupils understand that discrimination in any form is wrong and are familiar with the 'Protected Characteristics'.</li> </ul>
<p><b>Tolerance of those with different Faiths and Beliefs</b></p>	<p>The St Augustine Webster curriculum aims to develop knowledge and understanding of the world.</p> <p>The RE and PSHE schemes of work provide opportunities for pupils to develop tolerance and empathy towards those from different faiths, beliefs and cultures.</p> <p>As a Catholic community, pupils are reminded of their place in a culturally diverse society.</p> <p>Discrimination in any form is not tolerated. The school rules</p>	<ul style="list-style-type: none"> <li>• Different faiths weeks.</li> <li>• Pupils are exposed to a range of stories to demonstrate the tolerance and respect for other faiths and beliefs.</li> <li>• Pupils are exposed to stories from other faiths.</li> <li>• Providing role-play areas with a variety of resources reflecting diversity</li> <li>• Strengthening the positive impressions pupils have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events</li> <li>• small world figures representative of community.</li> <li>• Universal Church Topics</li> <li>• In History, Pupils learn about beliefs and cultures of ancient civilisations – Y5 The Mayans, Y5 Ancient Greece, Y4 Ancient Egypt</li> <li>• Y6 History The Windrush Generation</li> <li>• Protected Characteristics are explicitly taught in PHSE.</li> <li>• School rules refer to protected characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</li> <li>• Pupils can identify similarities and differences between different faiths.</li> <li>• Pupils know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family, communities and traditions.</li> <li>• Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just.</li> <li>• School is a diverse community where everyone is valued.</li> <li>• Pupils are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect</li> </ul>

	make a distinct reference to Protected Characteristics.		<p>for others of different faiths and religions. Pupils can identify similarities and differences between different faiths.</p> <ul style="list-style-type: none"><li>• Pupils can explain how a loss of tolerance can lead to extreme actions.</li><li>• Pupils have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings.</li><li>• Pupils recognise that from the earliest people around the world to the present beliefs and customs inform how people live.</li><li>• Pupils understand that we live in a diverse country, where people live freely regardless of race or religion and that these are to be respected.</li><li>• Pupils can talk about forms of discrimination.</li><li>• Pupils understand that discrimination in any form is wrong and are familiar with the 'Protected Characteristics'.</li></ul>
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