

British Values at Mount Carmel

At Mount Carmel RC Primary School, we ensure that through our vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We have a duty to prepare our children for life in modern Britain and to keep them safe. As a school, we value the diverse ethnic backgrounds of all pupils and families; we undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. In addition, we take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community. We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and challenge prejudice and stereotyping. Underpinning all this are a range of curriculum topics which have strong links to British History.

Through our provision we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Foster tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- Promote an understanding of how citizens can influence decision-making through the democratic process;
- Encourage an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- Promote 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;
- Teach an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- Encourage 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;

- And teach an understanding of the importance of identifying and combatting discrimination.



Democracy

To understand how they can influence decision making through a democratic process.

- We empower our pupils by giving them opportunities to make choices about things they believe are important. Each voice is valued, listened to and responded to which demonstrates to pupils that as a school we support democracy and liberty.
- Pupils have the opportunity to make their voices heard through the school council, pupil voice opportunities and house meetings. The election of positions such as school council roles and house captains are based solely on the votes of pupils.
- The school council is led by a member of staff and adheres to a democratic process with actions taken as a result of the pupils' voices.
- The principle of democracy is also explored at an age appropriate level through the History curriculum as well as in assemblies. We explore how democracy and the law works in Britain and how this contrasts to other forms of government in other countries both past and present.

Individual Liberty

To understand that the freedom to choose is a protected law.



- Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- Pupils have key roles and responsibilities in school e.g. School Council Members, Prefects, House Captains etc.
- We educate and provide boundaries for pupils to make choices safely, through provision of a safe environment and an empowering education.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. For example, through our E-Safety and PSHE lessons and assemblies.
- Whether it is through choice of lunchtime activities, their lunch options, participation in extra-curricular clubs and opportunities etc., pupils are given the freedom to make choices.



Mutual Respect and Tolerance

To understand that while people may hold different views, have different religious beliefs or make different choices these should be accepted and we should show respect and tolerance to all.

- Our school virtues, which are based on the Gospel values, focus on the formation of the whole child. These virtues promote mutual respect, ensuring children know that they should treat others with compassion.
- Our school behaviour policy and classroom rules promote respect and inclusivity across the school.
- Our PSHE curriculum directly teaches elements of mutual respect examples of such units include: I am Unique, Who is My Neighbour? The Communities We Live In and Giving Assistance.
- Our RE curriculum develops pupils' understanding of respect and tolerance and provides opportunities for pupils to think about these values and give examples of them in practice.
- RE curriculum – Each year we study units on other faiths, promoting an understanding of other faiths, making links with our own and instilling the values of mutual respect and tolerance.
- Many assemblies and collective worship sessions throughout the year promote empathy, respect and tolerance.
- Groups such as the Eco-Team and Gift Team promote children coming together for a shared, common goal.
- Through Catholic Social Teaching, pupils are taught that everyone is made in the image and likeness of God and we are taught to treat every person with loving respect.
- Through PE lessons and extra-curricular sports pupils are taught equality and fairness.
- School Council and House meetings promote mutual respect across different phases of the school, with every child's view being listened to and respected.
- As a culturally diverse school and community setting, children are supported in understanding of their place in a diverse society and are given opportunities to experience such diversity.
- Regular assemblies and lessons in class are dedicated to prejudice and bullying.
- Through our RE curriculum, children learn about other faiths and delve deeply into discussions about the importance of valuing the faith of others.



Rule of Law

To appreciate that living under the rule of law protects us and is essential for our wellbeing and our safety.

- The importance of laws, whether they be by those in class, across the school or the country, are consistently reinforced throughout the school days; through interactions about behaviour and in assemblies.
- Pupils are taught the value and reasons behind laws: that they govern and protect us. They are taught the responsibility that laws hold and the consequences when they are broken. Visits from services such as the police and fire service are arranged where possible to reinforce this message.
- We have a clearly structured behaviour policy which all stakeholders understand and follow. Additionally, pupil voice feeds into our behaviour policy, supporting an understanding of the importance of rules and consequences.
- The concept of rule of law is also taught through activities in PSHE.

