



Britishness at Great Crosby Catholic Primary School

Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is “Britishness”? British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual liberty Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

What does ‘Actively promote ...’ mean?

- Focus on, and show how, the school’s work is effective in securing these values
- Challenging pupils and young people, staff or mums, dads or carers who express opinions contrary to British values

Aims

At Great Crosby Catholic Primary School our view of Britishness and British values sits within our mission as a Catholic school and in the promotion of Gospel values. We, therefore, aim to promote our pupils understanding of:

1. Democracy by:

- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teaching pupils how they can influence decision-making through the democratic process
- Including in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school
- Helping pupils learn how to argue and defend points of view
- Helping pupils to express their views
- Teaching pupils how public services operate and how they are held to account
- Modelling how perceived injustice can be peacefully challenged

2. Rule of law:

- Ensure our school Code of Conduct and expectations are clear and fair
- 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
- Include visits from the police within the curriculum
- Develop restorative justice approaches to resolve conflicts

3. 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
- Ensure pupils, parents and staff views are valued and sought, all pupils are made aware, where possible of others needs and how to support each other. Team Teach principles permeate our daily routines and care given to all.

4. Respect and tolerance

- Promote respect for individual differences
- 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
- Develop links with our faith community and the communities associated with other faiths where possible
- Develop critical thinking skills
- Discuss differences between people and differences of family situations, such as looked-after children or young carers
- Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference.

Appendices

Teaching and Learning

Every school is expected to ensure that its curriculum enables the pupils to explore what it means to be British.

Within this, schools are encouraged to develop the pupils' ability to:

- describe their own identities and the groups that they feel they belong to;
- recognise different identities and experiences;
- appreciate that identity consists of many factors;
- recognise that each person's identity is unique and can change;
- begin to understand the idea of stereotypes.

Date: December 2015

Next Review: December 2017