

This document takes the DfE criteria for British Values and the CES criteria and gives examples of how St Paul's meets these in its life and work.

- an understanding of how citizens can influence decision-making through the democratic process;
 - Citizens MK listening process and assembly is being trialled through tutor groups and the School Council this year.
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
 - This is part of PSHE and individual subjects but also part of the fabric of school life.
- 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;
 - This is covered through the PSHE and Citizenship process
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
 - The understanding is promoted that this is something that each person has as a right. Pupils are made aware that religious discrimination is not lawful.
 - Other faiths are taught in RE
- an 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
 - Acceptance of others and tolerance of difference is promoted. The RE curriculum covers the topics of prejudice and discrimination.
 - Other faiths are taught in RE
- an understanding of the importance of identifying and combatting discrimination.
 - This is covered through the RE curriculum and is also an issue that the pastoral system seeks to support
- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
 - this is covered within PSHE and Citizenship, History and Politics at A-Level
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
 - School Council, Form Tutor elected representatives and external involvement in elections is outlined below.
 - Pupil forums

- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
 - Pupils are encouraged to argue and defend points of view within the curriculum, through elections that take place annually and thus more often than mock elections that coincide with national or local elections.
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.
 - Retreats
 - Pilgrimages
 - Charity Fund-Raising
 - Fairtrade Fortnight
 - Competitive school sports
 - Pupil mentors

Democracy

- Having a school council
 - There is a School Council and Year Councils
 - Pupil forums
- Taking part in debating competitions (internally or with other schools)
 - School takes part in annual Milton Keynes Schools' Debate with the final at the Houses of Parliament
- Highlighting the development of democratic ideas in history lessons
 - This is part of the History Scheme of Work
- Allowing pupils to vote for Head Boy/ Head Girl/ House or Sports captains
 - Pupils vote for the Youth Council locally and Youth Parliament representatives
 - Pupils vote for Form representatives for a variety of roles
 - Pupils vote for School Council representatives
- Ensuring all pupils are listened to by adults
 - The high incidence of pupils who are happy to bring a problem to an adult, whether for themselves or on behalf of another, shows that pupils feel they will be listened to by adults.
 - Pupils vote on important school matters Uniform – Blazer
- Inviting MPs and other speakers to the school
 - Outside speakers including MPs have been into school to talk to pupils and answer questions on their work eg Iain Stewart, Alastair Burt and Theresa May
- Visiting parliaments, assemblies and local councils
 - Visits to Parliament have taken place with the most recent in 2014
- Holding mock elections

- There are a significant number of real elections that take place during the school year.
- Participating in the UK Youth Parliament
 - We participate in the UK Youth parliament election process. There have been candidates previously from St Paul's. Candidates have been into school to address year groups and answer questions.
 - St Paul's is the school with the largest voter turnout and the largest number of candidates

The Rule of Law

- Having a clear behaviour policy that is explained to all
 - Behaviour for Learning Policy is clear to pupils and staff. Explained to pupils through assemblies, reinforced by tutors and pupils are mentored by tutors through the green and red stamp system
- Organising visits from the police service to reinforce the message of right and wrong
 - Attached police officer has spoken at assemblies. She will, together with the local PCSOs, will talk to individual pupils or groups of pupils to reinforce messages of right and wrong.
- Highlighting the rules of the Church and God in the RE curriculum, for example the 10 commandments and the Precepts of the Church
 - Moral choices and decisions are part of the conversations with pupils as well as part of the curriculum
- Teaching about the development of the Rule of Law in English Law, a legal system created uniquely in a Catholic England, inspired by Christian values and becoming a major influence across the world
 - This a feature of the History curriculum

Individual Liberty

- Encourage students to be independent in their learning
 - The use of the Learning Talents and the underpinning philosophy of Building Learning Power encourages this systematically
- Provide students with opportunities for reflection as they take responsibility to discerning their vocation
 - Days of Recollection and Retreats as well as the Journey to Work programme through Years 9-13 do this.

Mutual respect

- Having a mission statement that is inclusive
 - The mission statement is included on the school website as well as on the classroom walls. It is inclusive
- Constantly promoting respect for others as good manners

- This is part of the school mission and vision as well as part of classroom expectations.
- Reinforcing the value of everyone’s opinions in class debates
 - Observation of teaching both, formally and informally, would give evidence that this is the case. Classroom expectations reinforce this.
- Having an effective anti-bullying policy
 - The Keele Survey reports annually that the incidence of concern about bullying at St Paul’s is less than the figure recorded nationally in the Keele Survey. This means that our arrangements to counter bullying are effective.
 - Pupils contributed to the whole school bullying policy and definition
- Emphasising in RE and PSHE lessons that every person is unique and “created in the image of God”
 - This is a feature of the RE curriculum and also included in the Vision from St Paul’s which is on the school website.
- Having active educational links with other schools
 - We work actively with other schools in Milton Keynes through Headteacher and Heads of department forums. We have links with Stephenson Academy, a SEMH school in Milton Keynes, and the Daniel Comboni School in Kenya.
 - Primary school links – student voice days
- Supporting charitable works
 - A range of charities are supported annually. These are often nominated by pupils or respond to interests of groups of pupils at that time. In 2014-2015 pupils gave up much time and raised over £15000 for a number of charities.

Tolerance of those with different faiths and beliefs

- Highlight how Religious Education provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them
 - This is undertaken within RE. Other faiths are covered, particularly Judaism and Islam as well as Sikhism including a visit for year 9 annually to the local Gudhwara.
- Show how Jesus encouraged tolerance in stories such as The Good Samaritan and The Women at the Well
 - Tolerance of others and the unique worth of each person are part of the school’s mission and vision and lived by those in the school. Where anyone falls short then work is done to educate and correct this.

The PHSE Curriculum

Inclusion of (and making explicit) British Values has been a focus of the planning of the new PSHE curriculum that is to be introduced at St. Paul's in January 2018. When a topic is relevant to one or more of the British Values, they will be signposted in the lesson powerpoint.

There will be half term topics on:

- Democracy
- Politics
- Rights and responsibilities

In addition, 'relationships' topics will be delivered in the context of inclusion and mutual respect and, where applicable, pupils will be made aware of any associated laws.