

British Values and Our Catholic Ethos

In 2011 the government set out its definition of 'British values' in the 'Prevent Strategy', which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the present government to be **democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs**. The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.

"A strong, caring Christian ethos, based on love, respect, appreciation of self and others, affirmation, repentance and forgiveness, runs throughout the whole community." **Section 48 OFSTED INSPECTION 2016**

At Saint Pius X Catholic High School we recognise, not only the importance of helping students to flourish academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society responsibilities as citizens, and are able to make the strongest possible contribution to the Common Good. We teach the importance of British Values within a framework of Catholic Christian values. This provides the context and meaning for understanding why *British values* are important.

Our framework for understanding British values draws on the example of Jesus Christ and his gospel message of inclusion of all. At Saint Pius School we provide an education which focuses on the formation of the whole person and on our vocation and purpose in life. We are guided by our mission statement, "Love one another as I have loved you" (John 13:34 – 35) and by the Christian values of respect, compassion, co-operation and stewardship as we reflect on our place and purpose in the world. Our Catholic ethos makes a tangible difference to the way we work together and with our wider communities. The examples that follow are an indication of some of the many ways we seek to embed *British values* at Saint Pius School and should be seen as an indication of our approach rather than an exhaustive list.

"The school successfully promotes students' spiritual, moral, social and cultural development through a rich and varied range of activities within and beyond the daily curriculum." **Section 5**

The Rule of Law The importance of laws, whether they be those that govern the class, the school, or the country, are embedded in our behaviour policy and code of conduct and are consistently reinforced throughout the school day, as well as when dealing with behaviour and through assemblies. The curriculum is designed to ensure students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

"The behaviour of students is good. Students' behaviour in lessons and their attitudes to learning are positive. Their behaviour around the school is also good. They are well mannered and show courtesy and respect towards one another and towards adults." **Section 5**

Individual Liberty Students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for

students to make choices safely, through the provision of a safe environment and an empowering education. We encourage students to see themselves as unique individuals able to make a unique contribution to building community. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing.

“Students respond very positively when they are given the opportunity to think for themselves, to share their ideas and to express their own views. For example, in a Year 9 sociology lesson in which students considered how the media portrays criminals, this led to a discussion around stereotyping and social stigma. Students made outstanding progress because activities for each student were matched precisely to their individual and aspirational target grades.” **Section 5**

Mutual Respect Respect is one of our core values and is modelled by staff and students alike. We promote respect for others and this is reiterated through our classroom and learning environments as well as extra-curricular activities. In line with our commitment to democracy, students are always able to voice their opinions as we foster an environment where students can express their ideas and are safe to disagree with each other. Our emphasis on ethics, fairness and justice means that we ask students to ensure that they look out for those who might be marginalised and disadvantaged in society. There are many opportunities for students to help the needy through gospel inspired social action. We take a strong stance on social inclusion and anti-bullying through an explicit focus on strategies to enable respect for difference through, for example, reflections on homophobia and other forms of bullying.

“Pupils feel proud of and love their school. They value the fact that due to its small size everyone is known individually and there is a strong sense of community. They feel cared for and know that when they fall short of the mark, staff “forgive and forget”. **Section 48 OFSTED INSPECTION 2016**

Tolerance of those of different faiths and beliefs this is achieved through equipping students with the ability to develop positive values, understand their own beliefs and their place in a culturally diverse society. We give our students opportunities to experience such diversity within the community and within the wider community. All students experience a connection with other cultures and beliefs through our RE programme, theme days and local, regional and international links. The emphasis on enterprise, working with others, and learning other languages directly contributes to the appreciation of others perspectives on life. Our Religious Studies curriculum follows the teaching of the Church in providing a broad and balanced education, which includes an understanding of and respect for people of other faiths, or none, and other religions, cultures and lifestyles.

“There are high levels of respect for all; pupils stated that everyone was accepted for who they are regardless of background, ability or race. The fact that the school was given the Rotherham International Global award in 2014 for plans to celebrate the cultural traditions of their Polish students, is testament to this.” **Section 48 OFSTED INSPECTION 2016**