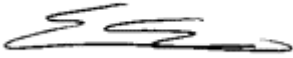




St. Helen's Catholic Primary School

BRITISH VALUES & RULE OF LAW POLICY

Policy Type	Required
Review Period	Biennial
Date of last review	Summer 2025
Next review	Summer 2027
Approved by Governing Body and signed by Elsa Corr, Chair of Governors	
Date	10 July 2025
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POLICY FOR BRITISH VALUES & RULE OF LAW

Our Mission Statement

Respect yourself.

Respect everyone in our school community.

Respect everyone in our local community.

Respect everyone in our global community.

But most of all, respect God our Father in Heaven.

Aims of the Policy

This policy aims to

- To provide guidance to school staff on providing opportunities to strengthen understanding of British Values and the Rule of Law
- To provide information to home settings regarding the school's approach to providing opportunities to strengthen understanding of British Values and the Rule of Law

The policy has been written in line with non-statutory government guidance [Promoting Fundamental British Values as part of SMSC in schools](#)

These policy statements are designed to align with the Department for Education's guidance on promoting British values in schools, ensuring that pupils are well-prepared for life in modern Britain.

The policy should be read in conjunction with the following policies: Learning About Me Policy, Rights & Responsibilities Policy, Anti-Bullying Policy and the Equality & Diversity Policy.

What are British Values and the Rule of Law?

"It is expected that students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Students should be made aware of the difference between the law of the land and religious law."

Promoting fundamental British values as part of SMSC in schools

The five British Values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

At St Helen's school, we are extremely proud of the cultural diversity and heritage in our community. Around 40% of our pupils speak a language other than English at home and we have around 38 different languages spoken within the community from around 44 different countries. We celebrate the richness that this diversity brings and we are committed to supporting and developing understanding of the fundamental British Values alongside the broad ethnic lived experience of our families. As a Catholic school, our ethos is inclusive and our Core Values align with British Values very closely:

The Core Values

The Core Values of St Helen's Catholic Primary School and the supporting framework underpins all aspects of life here. We believe that if pupils can live out the values they will grow and mature into responsible young people, confidently able to manage their thoughts and feelings and have a strong awareness of how their actions impact on others.

The Core Values are derived from the Sermon on the Mount (Matthew 5) and have been developed by the staff to support pupils' spiritual and personal development. The values have been chosen especially to reflect the school's mission statement which is founded on RESPECT.

Above all, the values are deeply rooted in the seven principles of Catholic Social Teaching:

- **Dignity of the Human Person** – *God made each person, so every life is important and should be protected*
- **Family & Community** – *God made us to be part of communities, families and countries, so all people can share and help each other*
- **Rights & Responsibilities** – *God wants us to help make sure everyone is safe and healthy and can have a good life*
- **Option for the Poor & Vulnerable** – *God wants us to help people who are poor, who don't have enough food, a safe place to live, or a community*
- **Dignity of Work** – *Work is important in God's plan for adults and their families, so jobs and pay should be fair*
- **The Common Good** – *God made everyone, so we are all part of God's family wherever we live*
- **Stewardship** – *The world was made by God, so we take care of all creation*

All members of the school community, including staff, governors and families, are expected to be role models for the Core Values, which are described below. We recognise that the language contained within the framework is challenging. Staff will work with pupils on their understanding of the vocabulary and the concepts it underpins through PSHE lessons, assemblies and opportunities that arise for personal development. The framework will be adapted for younger pupils and those who may find the language inaccessible. The full framework can be found in Appendix 1.

Resilience

*Key Concepts – *Resourceful *Persistent *Adaptable **

When we are resilient, we understand there are different ways to solve a problem, we are independent in our choices and we seek to promote independence in others. We understand the importance of not giving up and we are unafraid to make mistakes. In fact, we accept that mistakes are a valuable part of learning and that it's important to try new things. We demonstrate a "can do" attitude when faced with a challenge.

Empathy

*Key Concepts – *Accepting *Understanding *Compassionate**

When we have empathy, we allow others to join in shared activities and discussions. We actively include and invite others to join in those activities and discussions and we encourage others to be inclusive and engage with others beyond their immediate friendship group. We are aware of different points of views and differences. We listen to, take an interest in and consider different points of view and understand how differences can impact a situation. We encourage and offer support to others facing challenges and we make choices, adjusting our approach to accommodate others' needs.

Service

*Key Concepts - * Courteous * Generous * Team-oriented **

When we act out of service to others, we are polite and well-mannered. We understand why courtesy is important at all levels. We are consistently polite without being prompted and we encourage others to have good manners. We understand how to share and we share happily without prompting. We show care for others by freely sharing time, resources, skills and talents. We go the extra mile when need arises. We are there for others and we play our part in a team, supporting and encouraging. We understand the importance of helping others and team work. We notice opportunities to lend a helping hand. We enjoy being part of a team and consistently look out for others, both within school and beyond.

Patience

*Key Concepts - * Fair * Calm * Slow to anger **

When we are patient, we are able to wait our turn. We understand that fairness looks different in different situations and we are able to help others negotiate outcomes appropriately. We demonstrate calmness for increasing periods throughout the day. We are able to regulate our own emotions in a range of situations and we can help others to do the same. We think before we react and are able to react appropriately. We are able to show that we can see a number of points of view and we encourage others to do the same.

Enjoyment

*Key Concepts - * Passionate * Curious * Participates freely **

When we enjoy ourselves, we demonstrate that we love what we are doing and we show enthusiasm both in and out of school. We are proud of our achievements. We have a cheerful outlook and share this with others, actively encouraging them to pursue their passion. We actively promote the activities we enjoy and encourage others to participate. We show enjoyment of learning new skills and ask questions to deepen our understanding. We strive to find out more by using a range of research methods. We actively share our new learning and are an inspiration to others. We demonstrate genuine commitment and are excited to get started. We pursue our hobbies and interests consistently over time. We are happy to lead groups and participate in activities at a more senior level.

Courage

*Key Concepts - * Embraces change * Independent * Self-reflective **

When we show courage, we are unafraid to try new things and we encourage others to take part in new experiences. We are keen to participate in unfamiliar situations and we suggest new ideas and ways of doing things, persuading others to come on the journey. We are willing to take a stand on our own principles, even in the face of resistance. We stand up for the school's core values in the face of adversity and we make and carry through decisions, even if they are unpopular, difficult or controversial. We are unafraid to take accountability when things go wrong. We are honest and take steps towards putting things right. We reflect freely on our actions, honestly and independently and we try to make amends without having to be asked.

Trustworthiness

*Key Concepts - * Reliable * Honest * Shows integrity **

When we are trustworthy, we can be relied upon to carry out a task without being prompted or reminded. We can identify a situation where others may need help and support and we readily step in. Other people turn to us for help and support. We can be relied upon to give a truthful account in a challenging situation and we understand the importance of honesty. We encourage others to be honest and truthful and own up if they have made a mistake. We uphold spiritual and moral values and we are unafraid to hold others to account for the school's core values. We will always do the right thing, even when no one is looking and we consistently treat others as we would want to be treated ourselves.

How do we promote the British Values at St Helen's?

Democracy

At St Helen's, we actively promote democracy by embedding it into our daily routines and curriculum. Pupils are encouraged to express their opinions and participate in decision-making processes. For instance, our School Council and Pupil Leadership Team is elected through a democratic voting system, giving students first hand experience of the electoral process. Through class discussions, debates, and assemblies, children learn about the importance of having a voice and the responsibilities that come with it. This approach fosters a sense of ownership and prepares them to be active, informed citizens in a democratic society. Children also have the opportunity to vote for their "Pasta Treats," and make suggestions directly to staff around activities and enrichment.

The Rule of Law

Understanding and respecting the rule of law is fundamental in our school community. We consistently reinforce the importance of rights and responsibilities, whether they pertain to the classroom, the school, or the wider society. Our Rights & Responsibilities Policy is clearly communicated and understood by all stakeholders, ensuring an orderly environment where pupils feel safe. Pupils are involved in creating class expectations, helping them comprehend the reasons behind regulations and the consequences of breaking them. Visits from local authorities, such as police officers, further enhance their understanding of the legal system and its role in protecting individuals and maintaining order. Children also attend a wide range of workshops delivered by external providers including Racism, Knife Crime and Digital Safety.

Individual Liberty

We are committed to fostering an environment where pupils feel safe and empowered to make choices. Children are encouraged to take responsibility for their actions and understand their rights and freedoms. The Learning About Me Policy is fundamental to the school's entire approach to learning and teaching: we educate students on making informed decisions and understanding the impact of their choices. By providing a supportive atmosphere, we aim to nurture confident individuals who can express themselves while respecting the rights of others.

Mutual Respect

As a Catholic school, the dignity of the human person and mutual respect is at the heart of our ethos. We promote an inclusive environment where every individual is valued and treated with dignity. Our curriculum, assemblies, and daily interactions emphasize the importance of respecting diverse opinions, backgrounds, and cultures. Through collaborative activities, peer mentoring, and community projects, pupils learn to appreciate the contributions of others and the importance of working together harmoniously. This culture of respect extends beyond the classroom, preparing students to be considerate members of society.

Tolerance of Those of Different Faiths and Beliefs

Whilst we are a Catholic school, our community is diverse and we recognize that it is essential that our pupils understand and accept different faiths and beliefs. Our Religious Education (RE) curriculum provides pupils with knowledge about various religions and cultural practices. We encourage students to share their traditions, fostering an environment of curiosity and acceptance. Assemblies and classroom discussions address issues of prejudice and discrimination, promoting empathy and open-mindedness. We are sensitive to the needs of each of our cultural communities and, in addition to celebrations of the Catholic church, we celebrate a range of events that ensure that everyone feels included. By exposing children to a variety of perspectives, we aim to cultivate a

tolerant and inclusive mindset that values diversity.

Monitoring & Review

This policy is monitored regularly by the Headteacher and is reviewed every two years by the governing body.