



In November 2014, the Department for Education provided a list that describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values. This is given below:

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

At St Joseph's, we promote these values through our own school values, curriculum, careers education, extra-curricular activities and our work with the local community and partnership with other schools.

Value	How we promote it
<p>Democracy</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p><u>What the students say:</u></p> <p>“We have a voice in school, for example, we are part of the interview process for new members of staff.” – Year 9 Student</p> <p>“It’s great being part of the pupil parliament and representing the students” – Year 10 student</p>	<ul style="list-style-type: none"> • We have a pupil parliament which is democratically elected and ensures that the student voice is heard and acted on • Democratic ideas, the rule of law and the development of British society are explored in a number of curriculum areas including Sociology, History, PHSE and RE lessons • Students and staff vote for Head Boy, Head Girl, and senior student team • Student voice is a feature of the school and students are confident that adults listen to them (in Feb '23 all pupils have taken part in TLC pupil voice surveys). • Student Voice also had a huge role to play in a uniform change in school where members of the pupil parliament had conducted a pupil petition and presented to governors on the introduction of a school jumper • We encourage volunteerism in and out of school. This includes things like prefects, house sports reps,



	<p>chaplaincy committee, anti-bullying ambassadors and raising money for local and national charities.</p> <ul style="list-style-type: none">• Democracy is also promoted through our PSHE programme and assemblies.• Students are involved in the recruitment of new staff. They are involved in interview panels, provide tours of the school and their feedback is listened to when making recruitment decisions.
<p>The rule of law</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p><u>What the students say:</u></p> <p>“There is a fair system of sanctions and rewards, and we are aware of what is expected and what to do and what not to do.” – Year 8 Student</p> <p>“We don’t learn the actual laws of Britain, but we learn to have respect for authority” – Year 9 Student</p>	<ul style="list-style-type: none">• We have high expectations about pupil conduct and this is reflected in our behavior policy. There are rewards for good behavior and sanctions for challenging behavior.• Senior Students were involved in the formation of the St Joseph’s Way – a summary of our standards and expectations visible in every room in school.• The school works closely with the police service and this compliments the strong moral ethos that underpins our Catholic mission. Visits from the community police officer ensures that students have an understanding of the role of law in our society and reinforces the message of right and wrong• The school highlights the rules of the Church and God in the RE curriculum through, for example, the 10 commandments, the beatitudes, and the Precepts of the Church. We also study the rule of law for Judaism, Islam, Buddhism, Sikhism and Hinduism.• Pupils also learn about crime and punishment and the rule of law through the sociology curriculum.• We teach about the development of the Rule of Law inspired by Christian values• Through our school assemblies and PSHE programme, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it is difficult.



<p>Individual liberty</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organization, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none">• Through our school values and Assembly programme children are taught about personal responsibility, choices, ambition, and aspiration.• In year 9 students are guided through the options process and encouraged to make choices that are appropriate and suitable for their ability and aspirations. We also provide them with an employability day to help them make informed decisions.• In year 10 students research and choose a local employer for their work experience.• In year 11 students are guided to research independently colleges, courses, and other options open to them following the termination of their GCSEs.• We encourage students to be independent in their learning• We encourage students to choose to belong to clubs that appeal to their interests• Students are exposed to a variety of personal responsibility workshops and performances throughout the year to encourage them to consider their personal choices and potential consequences of those choices.
<p>Mutual respect</p> <p>UN CRC Article 2: The convention applies to everyone, whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none">• Our mission statement is inclusive• Respect is the root of our School Values Tree which is the central feature of our Values Corridor.• The values corridor proudly displays the names of pupils who are living exemplars of our school values (including respect & tolerance)• We constantly promote respect for all through the ethos of the school and delivery of assemblies and the PSHE programme.• We reinforce the value of everyone's opinions through class debates• We have an effective anti-bullying policy and an anti-bullying student group• We emphasise that every person is unique and "created in the image of God"



<p><u>What the students say:</u></p> <p>“Respect is a key part of our school. We know we should respect ourselves and each other.” – Year 7 student</p>	<ul style="list-style-type: none">• We have active educational links with other schools• We pride ourselves on the Charitable work undertaken by our students and staff (most notably Alabaré’s Big Sleep, Salisbury Foodbank)• We are a multi-cultural school, and the school hosts an annual international day to celebrate the multi-cultural nature of our community.• Through the RE curriculum students learn about issues relating to prejudice and discrimination – this is also studied in history, sociology• We have mixed ability forms to encourage students of all abilities to mix with each other• The school regularly supports international aid efforts through the work of CAFOD and the DEC.• EAL Students are encouraged to take a GCSE in their own language where available.• Our Pupil Premium programme ensures all students are given equal opportunities regardless of circumstance.• Prefects play an active role in encouraging their peers to be respectful
<p>Tolerance of different faiths and beliefs</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> <p><u>What the students say:</u></p> <p>“We’ve had opportunities to visit a range of places of worship including synagogues, churches and convents.” – Year 9 Student</p>	<ul style="list-style-type: none">• As a school we promote opportunities for students to explore and gain a deeper understanding of their own faith as well as an awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them.• The values corridor proudly displays the names of pupils who are living exemplars of our school values (including respect & tolerance)• In KS3 RE students learn about Christianity, Sikhism, Hinduism, Buddhism, Judaism, and Islam• In KS4, RE students study Christianity and Judaism• Students are given the opportunity to go on a variety of religious themed events: meeting the Catholic Bishop, attending mass in school, visiting different religions’ places of worship, attending religious retreats.• Visits are made by local religious leaders



	<ul style="list-style-type: none">• The school's intake is 23% Catholic and as such, the ethos of the school is one of acceptance of all beliefs and faiths• We use the gospel values to show that Jesus encouraged tolerance through stories such as The Good Samaritan
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In 1996 the Catholic Bishops of England and Wales issued a document entitled 'The Common Good'. They said '... in the spirit of good citizenship all members of the Catholic Church must accept their full share of responsibility for the welfare of society. We should regard the discharge of those responsibilities as no less important than fulfilling our religious duties and indeed as part of them'. It is with this in mind that St Joseph's Catholic School fully prepares the young people in our care for a life in modern Britain.