



Universal Values Policy

2020 - 2021



At St John's Catholic Primary School, we provide our pupils with a rich, varied and balanced curriculum in a safe, caring and nurturing environment which is underpinned by our Mission Statement: 'In God's love we shine together' Our curriculum gives children the opportunity to develop spiritually, morally, socially and culturally and to celebrate and rejoice in their faith and experiences. Every child is recognised as an individual with their own strengths, interests and talents. We celebrate and welcome uniqueness and diversity and show respect for ourselves and others.

Through our broad curriculum, we encourage a climate of high aspiration and challenge where children develop their inter-personal and collaborative learning skills as well as their own independence as learners. We build character by creating opportunities for children to try new things, problem solve and develop resilience through varied, challenging learning opportunities both in and out of the classroom where they can experience first-hand the joy of discovery. Children are encouraged to listen to others and to be critical, creative thinkers.

We develop a clear understanding of our environmental responsibility and the need to preserve the precious world we live in. Through our curriculum, we create a happy, enjoyable learning culture where children develop a love of learning, a thirst for knowledge and are equipped with the skills to become lifelong learners. We promote the fundamental Universal values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We embed these values in everything we do and sometimes promoting these values means challenging opinions or behaviours in school that are contrary to fundamental Universal values – these actions could be from staff, parents or children. We encourage each member of our school to have a voice and ensure that it 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

We take several approaches to incorporate the Universal Values throughout our curriculum:

- Reflecting Universal Values in our school values
- Through links to our themed curriculum
- Through focussed learning days
- Promoting Universal Values outside of lessons.



Democracy

Pupil voice is significant at the St John's Catholic Primary School. Our pupil elected school council plays a strong role in our school. The election of the School Council members reflects our Universal electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representative from each class, the School Council meets regularly to discuss issues raised by the different classes. In the past, the School Council has hosted fundraising activities and helped to provide equipment for our school grounds as selected by the children. The pupil's voice is also heard through pupil questionnaires and pupil interview which are carried out termly and in which children are asked to respond and reflect on the teaching and learning they receive. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Parents' opinions are welcomed at St John's Catholic Primary through methods such as questionnaires, surveys at parents evenings and opportunities to comment on whole school matters.

Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies, in classes, around the school and through our curriculum. The involvement of our pupils in the creation of the school rules helps them to understand the reasons behind the rules and the consequences if they are broken. Through SMSC questions and circle times, we allow opportunity to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including the police, the fire brigade, parish councillors and many more. Opportunities for children to take more responsibility around the school are encouraged and such roles as 'Head boy/Girl, House captains, Librarians and Register Monitors are available.

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Behaviour at St John's is exemplary, this is often commented on by school visitors and members of the public both in and out of school.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways: Visits from authorities such as the police and fire service
Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules.

Individual liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged and valued. Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely. Collective worship is used to both explore and support the school's values. By teaching the children how to manage and understand emotions they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict evenly and fairly
- Solve problems with others by themselves
- Manage strong feelings such as frustration, anger or anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play cooperatively
- Compete fairly and win or lose with dignity and respect for all competitors
- Recognise and stand up for their rights and the rights of others
- Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own.
- To respect and value our world, and the things, both material and alive that exist within it.

Through opportunities such as our extra-curricular clubs, Forest School and Residential Trips, pupils are given the freedom to make safe choices. Children at St John's are encouraged to make choices knowing they are in a safe and supportive environment.

Mutual respect

Mutual respect is at the core of our school life. The children learn to treat each other and staff with great respect. This is evident when walking around the School and in the classrooms. We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the school family are valued equally. We celebrate lunch time behaviour and taking care of our school environment through awards in assembly. We celebrate each other's achievements whether that be in or out of school through our weekly Success Assemblies. Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.

Tolerance of those of different faiths and beliefs

St John's Catholic Primary School follows the Archdiocesan agreed syllabus 'Come and See' which includes other faith focus weeks each term. Class assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future. We use opportunities such as the Olympics and current news and events from around the world to help the children study and learn about life and cultures in different countries.

Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum. Through Religious Education, PSHE and other lessons we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world. We celebrate cultural differences through assemblies, themed weeks and displays.

How Universal values are promoted in class and through core and foundation subject

Democracy

Democracy in our values: Learning, Enthusiasm, Prayer, Confidence, **Happiness**, Challenge, **Kindness**,
Valuing each other

<i>Ethos</i>	<i>Science</i>	<i>Geography</i>	<i>Other</i>
School council and election build up Topic lessons teach how democracy has changed over time and the impact it had over the culture of a culture/country Where it fits, lessons are taught where the children's views are taken into account Restorative justice is used to sort out problems between children.	Debate on global issues such as climate change	Debate on global and local issues such as the development of green belt land for housing, deforestation	Election of School Councillors School Council decision making Chosen charities Choice of extended learning provision opportunities
<i>EYFS</i>	<i>Class 2 (Y1/2)</i>	<i>Class 3 (Y3/4)</i>	<i>Class 4 (Y5/6)</i>
We listen to and respect the opinions of others through our discussions and circle time activities We vote for our class topic each half term Circle time teaches children to take turns and listen to others' opinions.	All our views and opinions are heard and shared. The opinions of the School Council are heard and shared during Circle Time We vote for our School Council (Y2) Circle Time teaches children to take turns and listen to others' opinions. Children vote on group decisions such as which story to read.	Circle Time to ensure all viewpoints are heard peacefully. We have voted for our School Councillors and respect the majority decision. English – debates	We listen patiently and respectfully whilst others are talking and wait for our turn to speak We have voted for our School Councillors and respect the majority decision.

How Universal values are promoted in class and through core and foundation subject

Rule of Law

Rule of law in our values: Learning, Enthusiasm, Prayer, **Confidence**, Happiness, Challenge, Kindness,
Valuing each other

Ethos	PE	History	ESafety	Science	Other
Following the school rules Topic	Accepting the decision of the referee Fair play Learning the laws of games Understanding spirit of games, how they are played	KS2 how the law has changed over time and the consequences to those who did not follow the law and the impact it has on other cultures	User rights/ website rules (i.e. age restrictions for games, social media sites)	Working scientifically Fair testing Following rules for the safety of all	Behaviour & Discipline Policy Anti-bullying Policy Links with local police Assemblies with a focus linked to citizenship or behaviour
Class 1 (EYFS)	Class 2 (Y1/2)		Class 3 (Y3/4)	Class 4 (Y5/6)	
We all help make the class rules to ensure harmony in the classroom; the safety and happiness of everyone. Children are praised and rewarded for following the school and classroom rules.	Classroom rules, listening rules, lining up rules. We recognise the rules keep us safe. Children are praised and rewarded for following the school We learn about internet safety and how to keep safe – National Online Safety. During Circle Time we discuss what is right and wrong. Learn about how to keep safe outdoors- visits from the Police, and Fire safety talks.		In Circle Time we discuss the difference between right and wrong, including current issues in our country. We adhere to our class rules but change/adapt as issues arise. Children are praised and rewarded for following the school and classroom rules. We learn about how to keep safe online the more about online gaming- National Online Safety We visit our local Fire Training and Safety centre	Learn about how to keep safe outdoors- visits from the Police, Universal Transport Police and Fire safety talks. Playground Monitors. Children are praised and rewarded for following the school and classroom rules. E-safety 'rules' continue to be reinforced. Including rules regarding social networking sites We visit our local Fire Training and Safety centre. We have a Head boy and Head girl to lead by example.	

How Universal values are promoted in class and through core and foundation subject

Individual liberty

Individual liberty in our values: Learning, Enthusiasm, Prayer, Confidence, Happiness, Challenge, Kindness, Valuing each other

Learning each other.				
History	Geography	PSHE	The Arts	Other
Children discuss how role models fought for equality and freedom We discuss how important people sacrificed themselves to ensure we get the freedom we have today ways we can help so that they can have the same individual liberties we have.	Topic lessons look at other cultures and compare with our own cultures and discuss	Lessons explore children’s opinions and their opinions are taken into account.	Children can express themselves in art, singing and drama	Understanding School and classroom rules Pupil monitors and responsibilities Careers sessions Home/school agreements
Class 1 (EYFS)	Class 2 (Y1/2)	Class 3 (Y3/4)	Class 4 (Y5/6)	
Children make choices through their play and independent learning CORAM Life Education bus Children are encouraged to share their choice of activity during the day.	Freedom of choice during Provision Time (Y1). Children recognise good efforts of others and say well done. We have decided our own Class Rules and know that we are responsible for following them. Children are encouraged to choose their own reading book to take home. CORAM Life Education bus	We have an anti-bullying policy which we constantly reinforce and use PSHE time for discussion and resolution. CORAM Life Education bus visit Children are encouraged to choose their own reading book to take home. Children are educated to making the right choice regarding e-safety	We challenge stereotypes and bias and look at role models who have challenged ie Martin Luther King Choices regarding drug and alcohol use covered through the CORAM Life education bus Circle Time to discuss self-esteem and self-confidence. Children are encouraged to choose their own reading book to take home. Class council gives the opportunity to air views and make choices. Children are educated in making the right choice regarding e-safety.	

How Universal values are promoted in class and through core and foundation subject				
Mutual Respect				
Mutual respect in our values: Learning, Enthusiasm, Prayer, Confidence, Happiness, Challenge, Kindness, Valuing each other				
Maths	English	Science	PE	Other
Working in pairs Problem solving collaboratively	Talk partners Paired reading	Team work when carrying out investigations	Being a gracious winner & good loser Respecting opposition	RE curriculum Collective worship School Mission Statement PSHCE and RSE lessons Anti-bullying Week E- safety rules and curriculum Internet Safety Week PE curriculum and competitive sports School Council
Class 1 (EYFS)	Class 2 (Y1/2)	Class 3 (Y3/4)	Class 4 (Y5/6)	
We join in the celebrations of others and encourage children to share, take turns and the respect the opinions of others. Circle Time teaches children to take turns, listen to and value others' opinions. Children's home experiences are discussed & celebrated as a class	We learn to work together with our classmates and take care & responsibility for our classroom by taking on appointed roles as class monitors Children take part in anti-bullying week each year.	Encourage open and honest questions and answers of individual home life We listen to and take into account the vies of others.	We work collaboratively as a team, promoting mutual respect for all Y6 work alongside the reception class as part of our buddy system.	
Tolerance of those with different faiths and beliefs				
Tolerance of those with different faiths and beliefs in our values: Learning, Enthusiasm, Prayer, Confidence, Happiness, Challenge, Kindness, Valuing each other				
English	History/Geog	RE	Other	
Reading a range of texts from different cultures	Topic lessons encourage cultural diversity	RE lessons teach about different faiths and beliefs Trips to a different faith religious place of worship take place for KS2 School displays celebrate different faiths	Equalities Policy Local, national and global charity work PSHCE and SRE lessons French/German curriculum Cultural themes (e.g. Early Maya Civilisations) Collective worship linking Christian beliefs to beliefs from other faiths Reflection opportunities Visits to Places of Worship	
Class 1 (EYFS)	Class 2 (Y1/2)	Class 3 (Y3/4)	Class 4 (Y5/6)	
During RE we have focus weeks to learn more about Judaism, Islam and Hinduism	During RE we have focus weeks to learn more about Judaism, Islam and Hinduism We consider the similarities and differences between two chosen religions	During RE we have focus weeks to learn more about Judaism, Islam and Hinduism We visit a different place of worship - synagogue	During RE we have focus weeks to learn more about Judaism, Islam and Hinduism We visit a different place of worship - synagogue	

How Universal values are promoted in class and through core and foundation subject

Being a part of Britain

<i>EYFS</i>	<i>Class 2</i>	<i>Class 3</i>	<i>Class 4</i>
Use maps, atlases and google maps to gain an understanding of the world; where Britain is and what it looks like. Daily discussion about the weather in Britain and other parts of the world Significant people: Guy Fawkes	Children study the countries and capital cities in Great Britain. Remembrance Day Famous people from history such as ????	Local study compares Burscough/Liverpool to other cities in Britain and the world. History – Who was here before me? – Anglo Saxons, Romans	Mapped Britain, talked about how alliances were formed in WW1 and WW2.. Preparation and work towards a Remembrance Day service. Rules and responsibilities – preparing to be a good citizen – buddies, house captains Representing the school in activities outside of school. sporting events