



St. Raphael's Catholic Primary School: Values of School Policy

Purpose of the policy

- To certify that the values we live and teach in school both promote and are compatible with the Gospel teachings and the requirements to teach British values within school.
- To ensure that the values we teach in school permeate all school life, especially with behaviour. By doing this they will be fulfilling the guidelines of DFE to:
 - *enable students to develop their self-knowledge, self-esteem and self-confidence;*
 - *enable students to distinguish right from wrong and to respect the civil and criminal law of England;*
 - *encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;*
 - *enable students to acquire a broad general knowledge of and respect for public institutions and services in England;*
 - *further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;*
 - *encourage respect for other people; and*
 - *encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

Agreed Procedure - What are our values?

The school has a set of values that we share, discuss and teach with the children. The following table outlines these, defines them and the way they relate to the set of British Values published by the government in 2014. The values cannot be seen in a hierarchical order.

Value	Definition	Link to British Values
Endurance	At its root, endurance is recognition that life is sometimes difficult and painful, and that it is important not to give up in the face of adversity. Endurance and perseverance are only possible where there is hope and that hope is based on the enduring nature of God's love and faithfulness. Even Jesus, for all his strength and ability to endure, looked to his disciples to help and sustain him by watching and praying with him (Matthew 26).	<ul style="list-style-type: none"> • Accepting Responsibility. Developing self knowledge, self respect and self confidence.
Community / Koinonia	Koinonia means 'that which is in common' and is often translated as 'fellowship' or 'community'. By combining strength, it helps work to be done and burdens to be carried. A central element of being a family is interdependence: all are needed and valued and each person is important to the whole. The Christian church today continues to serve not only those within the Christian community but any who are in need.	<ul style="list-style-type: none"> • <i>to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</i> • <i>tolerance and harmony between different cultural traditions</i> • <i>encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</i>



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Forgiveness	<p>Jesus was uncompromising in his command to forgive. Forgive, he said, 'seventy times seven' (Matthew 18:21). In other words, forgive and keep on forgiving without limit.</p> <p>Forgiveness was at the heart of everything he did and is at the heart of the Lord's Prayer. When Jesus declared a person's sins to be forgiven, it often aroused the anger of those who were less willing to forgive than he was and yet a prayer for the forgiveness of his persecutors was on Jesus' lips as he died. Christian preaching has always put forgiveness at the centre.</p> <p>Forgiveness cannot be given or received unless it is asked for, and the asking must be genuine and from the heart - with true humility. Too often 'sorry' is said very easily, implying: 'All I need to do is say I'm sorry and everything will be OK'. Real repentance demands that we take what we have done wrong with the utmost seriousness and have a deep desire not to do it again.</p>	<ul style="list-style-type: none">• enable students to develop their self-knowledge, self-esteem and self-confidence;• enable students to distinguish right from wrong and to respect the civil and criminal law of England;• encourage students to accept responsibility for their behaviour,
Justice	<p>When thinking about 'justice', some people think first about giving wrongdoers the punishment they deserve. 'Justice' evokes ideas of 'just deserts', 'the punishment fitting the crime', 'an eye for an eye and a tooth for a tooth'. However, that would be a one-sided picture of justice. Justice also means giving all people - particularly the poor & oppressed - what it is right and fair for them to have: life, health, freedom and dignity. It is about acting out of a concern for what is right and seeing right prevail. It is about social justice, especially for those who suffer most & are least able to protect themselves.</p>	<ul style="list-style-type: none">• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;• <i>encourage respect for other people;</i>• <i>encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</i>
Hope	<p>At a deeper level, hope is a universal human phenomenon. People hope for peace in time of war; food in time of famine; justice in time of oppression. Where hope is lost there is despair and disintegration. Hope generates energy and sustains people through difficult times. For some people, hope is so strong that it inspires self-sacrifice to turn hope into reality.</p> <p>Christian hope is grounded in the character of God.</p> <p>Hope is not always spontaneous or easy. There is work to be done. As well as trusting God, we have to develop qualities of steadfastness in our own character.</p>	<ul style="list-style-type: none">• encourage to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;



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<p>Creation</p>	<p>Belief in God as creator is not merely a belief about how everything began; it is the perspective from which we are to view all life including our own. It means that we place the highest value on this earth and see life as God's gift. Pre-technological societies lived in close dependence on the earth. The daily struggle for food and shelter, at the mercy of natural forces and the changing seasons, led to a profound respect for the environment. With technological mastery has come a different attitude: one that sees the earth as there to be plundered and exploited.</p> <p>Now we are reaping the whirlwind: with climate change, crises over access to water and food, destruction of habitat and the rapid extinction of species. It is not clear whether the earth can still renew itself or whether the damage has gone too far.</p>	<ul style="list-style-type: none">• enable students to distinguish right from wrong• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
<p>Peace</p>	<p>The Hebrew term for peace, 'shalom', has a deep and complex meaning, encompassing much more than simply the absence of hostility or war. Shalom includes ideas of healing and health, wholeness and well-being. It means harmony, stability and security within a community. It refers to relationships based on truth and righteousness, where people flourish because they are nurtured.</p> <p>In Jesus' message, peace is an almost tangible element. It is his gift to his disciples. Peace cannot come by simply wishing it to be the case. Peace is founded on righteousness and justice.</p>	<ul style="list-style-type: none">• enable students to distinguish right from wrong and to respect the civil and criminal law of England;• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;• enable students to acquire a broad general knowledge of and respect for public institutions and services in England;• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;• encourage respect for other people;• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



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<p>Service</p>	<p>Jesus said that he 'came not to be served, but to serve, and to give his life as a ransom for many.'</p> <p>Jesus washed the feet of his disciples at the Last Supper. This turned upside down the normal relationship between master and disciple, leader and follower.</p> <p>The parable of the Good Samaritan shows we should serve those in need whoever they are. Such service is not offered to gain some advantage for ourselves. 'Going the extra mile' involves sacrifice, putting ourselves out for someone else's benefit.</p>	<ul style="list-style-type: none"> • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
<p>Wisdom</p>	<p>Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values.</p> <p>Although related to education and knowledge, wisdom differs from cleverness. Wisdom may be best described as discernment gained through life experience and distilled into guiding principles.</p>	<ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • <i>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</i>
<p>Thankfulness</p>	<p>'Songs of thankfulness and praise...' are at the heart of Christian worship. Thankfulness is directed towards God who gives and sustains life. Seeing the world as God's creation underpins the way we approach everything in life, seeing it as a gift and not as a right.</p> <p>Thankfulness is important. Luke tells the story of the ten lepers who were healed and is probably challenging his readers to examine themselves when he tells of the amazement of Jesus that only one, a Samaritan, came back to thank him. (Luke 17:11-19).</p>	<ul style="list-style-type: none"> • <i>encourage respect for other people;</i> • enable students to develop their self-knowledge, self-esteem and self-confidence; • enable students to distinguish right from wrong • <i>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively</i>
<p>Compassion</p>	<p>The words have their roots in the idea of 'suffering with' someone, putting yourself in someone else's shoes and experiencing what they experience. This leads to a desire to act, to do something. It is not patronizing. It is not about 'doing good' from a position of strength or 'remembering those less fortunate than ourselves'. Compassion requires an act of imagination and humility to share in the lives of others. Notice the qualities that Paul links together. He says 'clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>	<ul style="list-style-type: none"> • <i>enable students to distinguish right from wrong and to respect the civil and criminal law of England;</i> • <i>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of others.</i> • <i>enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</i> • <i>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</i>



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Humility	Humility has a central place in Christ's teaching. It is contrasted with pride, where people ascribe to themselves the honour and glory which is God's alone. Jesus is challenging people to become like those who have no legal or social standing, to become like servants. Throughout his teaching, Jesus uses a series of images and examples to encourage his disciples to 'take the lower place', or 'to wash each other's feet.' This is linked to forgiveness, as to be ask for true forgiveness we need to show true humility.	<ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • enable students to distinguish right from wrong • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of others • enable students to acquire a broad general knowledge of and respect for public institutions and services in England; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes,
Reverence and Honour	Reverence is the proper human response to what is holy and sacred. It is related to awe and respect. Although only God is truly worthy of worship, the Bible also contains the related concept of 'honouring'. We are asked to honour one another and one of the ten commandments instructs us to honour our father and mother.	<ul style="list-style-type: none"> • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
Definition source	www.christianvalues4school.co.uk	Promoting fundamental British values as part of SMSC in schools - (DFE - November 2014)

Agreed Procedure - How do we teach these values?

- The values are explicitly discussed in each Monday assembly and linked to the theme of that assembly. This is done in conjunction of the sharing of the Golden Rules.
- The Gospel values permeate through all school life and there are opportunities to demonstrate this through the curriculum and in wider school life.
- The school actively promotes an ethos of service and working with the wider community with many links e.g. the House System, fund raising, teaching of other faiths and links with other schools.

Monitoring This Policy

- Does the behaviour and attitudes of the children mirror our values?
- Does the curriculum and wider school life give children opportunities to reflect on their living of the values?
- Can the children explain their behaviour in relation to our values? - This will become more sophisticated as they get older.