

British Values Policy

Introduction

Trinity Christian School is committed to developing the lives of all its students by learning from the example set for us by the life of Jesus Christ. As a school with a distinctive Christian ethos, the key values of mutual respect, understanding right from wrong, the need for laws and tolerance are integral to all that we do. Trinity Christian School is committed to developing in pupils the desire and skills for serving members of the community through respecting the principle that each individual is unique, and loved by God and therefore they should value and love each person regardless of belief, culture, or any other characteristics and irrespective of the value which may be applied by others or society to an individual.

At Trinity Christian School we recognise that, as British citizens, we are also required to uphold what has become known as 'British Values'. All schools are required to actively promote the 'fundamental British values' of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance and respect of those from different cultures and with different faiths and beliefs

Promotion of British Values

Trinity Christian School is a multicultural community and celebrates the diversity of its pupils, seeking to create a supportive and loving environment where diversity is valued. Alongside this the School is preparing its pupils for life in modern Britain through learning about world cultures and beliefs and an appreciation for British culture and institutions.

Trinity Christian School promotes these values in the following ways:

- Strong school ethos.
- Daily assemblies celebrating the Christian ethos and how this should lead to love and care for others.
- Successful integration of all students into our community.
- Promotion of equal opportunities for everyone.
- Effective implementation of behaviour, respect and anti-bullying policies.
- Participation in a wider community which we frequently learn about, serve and support.
- Special topics and days such as 'Around the World Day' when we explore a variety of different cultures.
- Participation in charitable events and fund raising for those in need locally and around the world.

Alongside the promotion of British Values schools must also ensure they actively promote principles that:

- (a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (b) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- (c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- (d) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- (e) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- (f) Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- (g) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Expectations for pupils

The DfE's guidance for improving the spiritual, moral, social and cultural development of pupils defines expectations for pupils.

The DfE guidance¹ sets out the "understanding and knowledge expected of pupils as a result of schools promoting fundamental British values". These include:

- An understanding as to how citizens can influence decision-making through the democratic process;
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- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law,
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Some understanding of the problems of identifying and combatting discrimination.

¹ DfE "Promoting fundamental British values as part of SMSC in schools" November 2014
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How do we actively promote British Values

Trinity Christian School is fully committed to developing the whole child and enabling all students to develop their God given talents and abilities and to contribute to the society in which they live through serving others.

Set out below is a subject by subject view of how we promote British Values in our teaching and curriculum.

British Value	English	Maths	Sciences	Humanities (including RE)	Physical Education	Arts	Modern Foreign Languages	PSHE & RSE
Democracy	Persuasive writing. Exploring views of different characters. Freedom of choice in selecting texts. Biography writing about people from different countries and cultures.	Election results, percentages & number of seats.	Year 5 & 6 debates: vegetarianism, animal testing.	Focus on People and Places and Local Area through topics Learning activities such as role play, decision-making exercises, group work. Election day re-enactment. Visit from local MP or local councillor.	Pupil voice regularly used to inform preparation of future lessons.	Freedom of choice in selecting starting points, stimuli and tasks. Freedom of choice when looking at the work of other artists and performers and expressing their opinions and thoughts regarding their work.	Learning about the history of France; how the French revolution has had an impact on its current democratic system	Parliament Week Voting for activities Pupil voice used to develop school environment and activities Discussions about having respect and courtesy towards others, including those in authority over us
Rule of Law	Instruction writing. Stories with dilemmas/moral issues. Bible stories about rulers e.g. Daniel and Lions, Esther.		Discuss fox hunting & why it has been banned.	A study of a variety of Kings & Queens throughout history, understanding what makes a good leader, comparing leaders	Rules of games to be understood and followed which links to fair play, society and the rule of law.	Health and safety procedures when using equipment that must be used with care. Learning that rules provide protection both	Study of some of the laws in France, eg driving	Games played that focus on following rules Discussions about changes to rules and what impact that would have

				eg. Alfred the Great, King John & the Magna Carta.		for the individual and society.		
Individual Liberty	Pupils regularly have the opportunities to select activities, resources and methods and texts. Texts about choices and individual freedom.	Using money wisely, saving & giving. Year 5 & 6 setting up a school bank.	Healthy eating & exercise. Year 5 & 6 dangers of drugs, alcohol & tobacco. Year 5 & 6 debate car sharing to cut pollution. KS2 debate on use of plastic and its environmental impact.	Care & support for those who are persecuted because of their beliefs e.g. letter writing.	Pupils regularly have the opportunities to select activities, resources and methods. Pupils are required to select appropriate strategies when playing team games.	At times pupils have the opportunity to select the artists they choose to study. Pupils can represent ideas through methods and media of their choice. Pupils have the opportunity to work independently.		Pupils are encouraged to make their own choices, whilst understanding the consequences that choices can bring (positively or negatively).
Mutual Respect	All pupils give peer feedback. Observing student presentations. Group work and cooperative tasks. Texts about respecting and valuing others; their similarities	Using money to help others-fundraising.	All pupils give peer feedback. Observing student presentations. Group work during practical sessions. Caring for the environment eg. litter picking, gardening.	Opportunities to discuss historical events and each pupil's thoughts about them, eg. Year 5 & 6 debate 'is it right to go to war?' Year 5 & 6 discuss use of the media. Anti-bullying role play.	Pupils work together in teams, often with the structure of a leader and players. Pupils often required to attempt challenges and solve problems in groups.	Pupils are encouraged to understand that different people view art in different ways and may express different opinions about it. Pupils work in teams and as part of a group.	Pupils are encouraged to understand that people may value the distinctives of their own culture and may express different opinions about cultures.	Celebrating our similarities and differences using books such as 'All kinds of people' Pupils are encouraged to reflect on how their words and actions can impact on others and to

	and differences e.g. 'My mum and dad make me laugh', I'm special, you're special'.		Year 5 & 6 Black History Month.			Pupils reflect on their own and others' work and are encouraged to share their thoughts respectfully.		take responsibility for the choices they make. Collecting and fundraising for other groups knowing that they are of equal value in God's sight, e.g. Operation Christmas Child, Harvest collections
Tolerance and respect for those from different cultures and with different faiths and beliefs	The study of texts from a variety of cultures e.g.'Handa's Surprise', 'Handa's Hen'. The study of a variety of cultures through texts. Photos and puzzles from a variety of cultures used as stimuli and writing starters.	'If the world were a village' using percentages to appreciate the proportion of people in the world with different religions, languages etc	Year 6: understanding the life and work of Charles Darwin and theory of evolution. Understand that individuals can see the same evidence but come to different conclusions.	Focus on People and Places and Local Area through topics learning about different cultures and the interaction between belief and culture. Studying the beliefs and practices of different faith groups and encouraging an	Dance and music from different cultures.	A variety of cultures studied through the arts: Aboriginal; African; Indian; American; European.	Study of the French culture.	Celebrating our similarities and differences using books such as 'All kinds of people' Discussions about having respect and courtesy towards others

				understanding and respect for these.				
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Summary

The School expects high standards of personal attitude and conduct of its pupils. All pupils are expected to treat all people as being of equal value, behaving in accordance with the School's Respect Policy and to speak kind words to others, to respect others and be polite to everyone in accordance with the School's Nurture and Discipline Policy. Every member of the school community has an important part to play in applying these principles to build a school which is caring and outward looking.

Examples of opportunities and activities to promote British Values at Trinity Christian School include:

- Visits are made to locations important to the development of British culture and values.
- Visiting speakers are welcomed into the school from a wide range of backgrounds and with a wide range of experiences.
- In lessons pupils are encouraged to think for themselves and to discuss ideas.
- Pupils are given opportunities to participate in a democratic process.
- Teachers model positive behaviour in their interactions with each other and pupils.
- Unkindness or bullying is quickly dealt with in a positive way.

Reviewed: January 2019

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Reviewed: September 2023

Next review: September 2026