



Great Easton Church of England (Voluntary Aided) Primary School

Promoting British Values and Christian Gospel Values in our school

The Social, Spiritual, Moral and Cultural Development of pupils is important to us and one way in which we foster this is by promoting our 'Gospel Values' alongside our British Values.

The children have adopted some of the Christian Values in their house teams and these are central to our daily lives. They will be reviewed in September 2015.

Red: Courage, perseverance and creativity

Fallow: Friendship, trust and perseverance

Roe: Determination, teamwork and sportsmanship

Sika: Honesty, friendship and helpfulness

In addition, our worship is based around a different Christian Value every half term and this too forms an important focus in the daily life of our school.

Courage, creativity, thankfulness, responsibility, compassion, peace, service, justice, trust, hope, friendship, humility, generosity and reverence and respect.

British Values	Links to Christian Values	How we promote this at Great Easton
Democracy	Equality Galatians 3:28 "You are all one in Jesus Christ." Mark 5:36 Jesus said, "Do not fear, only believe." Joshua 1:9 "	<ul style="list-style-type: none"> • Our behavioural management systems, encourage children to create rules for conduct and learning, which permit discussion and agreement between all stakeholders, before committing them to practice. □ • Children have an opportunity to join school council and be an active participant in decisions made in the school, as well as developing life skills such as public speaking, teamwork and negotiation. Children represent others' views, as well as their own in meetings and use "majority rulings". □

	<p>Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go."</p>	<ul style="list-style-type: none"> • Children of all ages are also included in school development planning and meet every Wednesday as part of the School Improvement Ambassadors to review areas of the SIP as well as plan for the future. • Children are encouraged to stand up for their beliefs, express their opinions clearly but at the same time respecting the right to disagree. We find opportunities to do this in PSHCE, circle time, P4C, class worship, in English and Topic lessons, where moral dilemmas and situations may be debated and considered.
<p>The rule of law</p>	<p>Courage - it isn't always easy to stand up for what is right e.g Daniel in the Lions' Den</p> <p>Forgiveness - as Christians, we seek forgiveness for what we have done and forgive those who are sorry for what they have done</p> <p>Jesus teaches us that forgiveness is endless e.g. 70X7</p> <p>Lord's Prayer:</p> <p>Matthew 6:14-15 ESV / 180 helpful votes</p> <p>For if you forgive others their trespasses, your heavenly Father will also forgive you, but if you do not forgive others their trespasses, neither will your Father forgive your trespasses.</p>	<ul style="list-style-type: none"> • At the start of every school year, children create a set of mutually agreed rules for conduct and learning behaviours, which they agree to adhere to once decided. We have also negotiated various reward and sanction systems within our behavioural management policy, that are applied consistently. • Where appropriate, we would seek to use "restorative justice", for misdemeanours, such as writing letters of apology. This helps encourage the concept of atonement. Learning Mentors may also talk through the situation in a structured way, to help children to understand antecedents and consequences. □ • Children are taught discrete lessons about the structure of British Parliament, they learned about Bishop Stephen's role in the House of Commons and Year 5 & 6 visited the local polling station during the 2015 elections. • At a recent by-election, the Year 1&2 and 5&6 classes held a mock election, where they read manifestos and made decisions about who to vote for. □ <p>Children participate in nominating and electing class councilors, House Team Captains and we are working on developing an eco-committee following a suggestion by a year 4 pupil.</p>

	<p>Ephesians 4:32</p> <p>Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.</p>	
<p>Individual Liberty</p>	<p>Respect</p> <p>2 Timothy 1:7</p> <p>For God gave us a spirit not of fear but of power and love and self- control.</p> <p>Forgiveness - The fall - story of creation shows us that at times we all do things that we know to be wrong and these can impinge on the rights of others</p>	<ul style="list-style-type: none"> • Children are taught about rights and specifically taught about the UN Bill of Human Rights, through the text "We are All Born Free". Lessons about rights are tackled in history/PSHCE, when discussing how in the past, people's rights have not been respected, such as in times of slavery and war. □ • In RE, collective worship and Topic/English work about biographies, we study and discuss examples of individuals who have stood up for their beliefs and shown great faith and courage in times of adversity and struggle such as Martin Luther King, Malala Yousafzai and Nelson Mandela. □ • Collective worship/PSHCE based circle times emphasise children's personal responsibility to make particular choices and decisions, even though some of these choices may not be the right ones. □
<p>Mutual Respect</p>	<p>Respect</p> <p>Our interactions at school, we aim to follow the teachings of</p> <p>Matthew 7:12</p> <p>"So in everything, do to others what you would have them do to you."</p>	<p>Our behavioural management systems, encourage children to create rules for conduct and learning, which permit discussion and agreement between all stakeholders before committing them to practice.</p> <ul style="list-style-type: none"> • Children are taught how to negotiate and respect the views of peers and as specialists in conflict resolution as year play leaders. □ • All staff reflect the quality of mutual respect □through their interactions with each other, parents and children □
<p>Tolerance of those of different faiths and beliefs</p>	<p>Equality</p> <p>Mark 12:31</p> <p>The second is this: 'You shall love your neighbour as</p>	<ul style="list-style-type: none"> • We offer a broad and balanced curriculum that has a local, national and international dimension. □ • We follow the Diocesan Syllabus for Religious Education

	<p>yourself.' There is no other commandment greater than these.</p> <p>Love 1 Corinthians 13:13</p> <p>So now faith, hope, and love abide, these three; but the greatest of these is love.</p> <p>1 John 4:19</p> <p>We love because he first loved us.</p> <p>Faith Matthew 21:22</p> <p>And whatever you ask in prayer, you will receive, if you have faith."</p> <p>Kindness Ephesians 4:32</p> <p>Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.</p>	<p>that has a significant multi- faith element. □</p> <ul style="list-style-type: none"> • We work to ensure that our resources do not promote stereotypes and celebrate diversity □ • We invite other members of other faith groups in to our school, watch educational films and talk to children which help challenge any negative stereotypes. □ • Our acts of worship schedule, includes reference to significant holy days of other faith and how there are common values shared between all faith groups. This helps fosters greater understanding. □
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