



Great Easton Church of England (Voluntary Aided) Primary School

Promoting British Values and Christian Gospel Values in our school

Our School Vision:

We are God’s children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.

‘Let all that you do be done in love’. (1 Corinthians 16:14)

Love of learning, life and living.

Associated values: Courage, Compassion, Forgiveness and Joy.

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.

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

British Values	Links to Christian Values	How we promote this at Great Easton
<i>Democracy</i>	<p>Equality</p> <p>Galatians 3:28</p> <p>“You are all one in Jesus Christ.”</p> <p>Mark 5:36</p> <p>Jesus said, “Do not fear, only believe.”</p> <p>Joshua 1:9 “</p> <p>Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you</p>	<ul style="list-style-type: none"> • Our approach to positive behaviour management encourages children to create ‘rules’ and approaches for conduct and learning, which permit discussion and agreement between all stakeholders, before committing them to practice. • Children have an opportunity to join our School Parliament 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”. • 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

	<p>wherever you go.”</p>	<p>as plan for the future.</p> <ul style="list-style-type: none"> 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 project lessons, where moral dilemmas and situations may be debated and considered. As part of the Courageous Curriculum we encourage courageous advocacy with a big question and authentic outcome, all whilst relating their learning to the real world and careers.
<p><i>The rule of law</i></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> <p>Ephesians 4:32</p> <p>Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.</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 in their class, which they agree to adhere to once decided. We have also worked with children to develop our behaviour policy, with recognition incentives 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. Teachers, LSAs and MDAs may also talk through the situation in a structured way, to help children to understand antecedents and consequences. Please see our Behaviour Policy for more details. Children are taught discrete lessons about the structure of British Parliament, they learned about Bishop Stephen's role in the House of Commons, visited the Houses of Parliament and Year 5 & 6 visited the local polling station during the 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 School Parliament, House Team Captains and we are working on developing an eco-committee following a suggestion by a year 4 pupil.</p>
<p><i>Individual Liberty</i></p>	<p>Respect</p> <p>2 Timothy 1:7</p> <p>For God gave us a spirit not</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

	<p>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>	<p>as in times of slavery and war.</p> <ul style="list-style-type: none"> • 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><i>Mutual Respect</i></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><i>Tolerance of those of different faiths and beliefs</i></p>	<p>Equality Mark 12:31</p> <p>The second is this: ‘You shall love your neighbour as 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</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 that has a significant multi- faith element. • We work to ensure that our resources do not promote stereotypes but 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.

prayer, you will receive, if you have faith.”

Kindness [Ephesians 4:32](#)

Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.