



Fundamental British Values at Trinity Primary

For our citizenship is in heaven, from which also we eagerly wait for a Saviour, the Lord Jesus Christ

Philippians 3:20

Trinity Primary School has an obligation under section 78 of the Education Act (2002), which requires all schools, as part of a broad and balanced curriculum, to promote the Spiritual, Moral, Social and Cultural (SMSC) development of students at the school.

In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British values from September 2014.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values.”

The government originally set out its definition of British values in their 2011 Prevent Strategy and the Prime Minister has reiterated these this year. The British Values are defined as:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those with different faiths and beliefs**



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Outlined below is how we cover the objectives from each value through the distinct character of our school and through our rigorous curriculum:

Democracy:	
Objective:	How this is covered at Trinity:
<ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance of team work 	<ul style="list-style-type: none"> • House points are awarded for good behaviours and these house points relate to awards at golden time at the end of the week • Class decisions are often made with votes • Reception classes vote every Thursday for which provision they would like, in one key area, for the following week. • Classes are given access to apparatus and spaces in the playground and classroom through a rota system, emphasising fairness • Democracy is taught throughout the curriculum, eg. Guy Fawkes, The Ancient Greeks (please see long term plans) • ‘Philosophy for Children’ strand in RE plans gives children the chance to argue and defend their own point of view • Children are asked to express their opinions and explain why they hold these across the curriculum and during whole school worship • Children are taught how to take turns from EYFS and beyond • Talk partners and collaborative learning is used across the curriculum as a learning strategy • Inter and intra school competitions encourage teamwork and show the children the importance of working together • Trinity Voice members were elected democratically. They gave a speech to the class before a vote. In the case of a tie, there is a second vote to decide on the winner.
The rule of law:	
Objective:	How this is covered at Trinity:
<ul style="list-style-type: none"> • To recognise the difference between right and wrong and apply this to their own lives • To accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • To be able to resolve conflict • To understand that living under the rule of law protects them and is essential for their well-being and safety 	<ul style="list-style-type: none"> • Children contributed to what makes a ‘Terrific Trinitarian’, which are the rules for student behaviours • Whole school worship themes are always linked back to behaviours in school • Whole school behaviour policy is based on restorative justice, placing emphasis on putting right their mistakes • ‘Trinitarian language’ across school constantly reinforces there are consequences to our actions, eg. ‘How are we going to put that right?’; ‘Well done for showing the Trinity values’; ‘At Trinity we learn from our mistakes’ • Children are allocated roles of responsibility in classes, eg. tray monitor, Ipad monitor



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	<ul style="list-style-type: none"> • Whole school lunch breaks allow for the older pupils to act as role models when supporting the younger children with resolving conflicts • Police make regular visits to school • Children are often allocated the role of referee during sports sessions • Children are taught Internet safety at an appropriate level annually • Children, parents and school enter in a Home School Agreement • Major historical events, such as Remembrance day, are marked with special assemblies
Individual liberty:	
Objective:	How this is covered at Trinity:
<ul style="list-style-type: none"> • To understand rights and responsibilities • To develop their own self-esteem and confidence • To develop a broad knowledge of and respect for public institutions and services in England 	<ul style="list-style-type: none"> • Children are allocated roles of responsibility in classes, eg. tray monitor, Ipad monitor • Children are taught to respect their learning environment and resources • Whole school behaviour policy is based on positive reinforcement, eg. Children moving to gold and/or receiving house points for good learning or behaviours • Celebration worships on Fridays allow children to receive certificates and actively celebrate their achievements • High quality feedback in all sessions, both written and verbal, emphasises learning behaviours and effort over attainment • Philosophy For Children allows pupils to develop their own confidence and self-esteem whilst exploring their rights and responsibilities • Subject specific worships ensure that children are aware of their rights and responsibilities and the history that has passed in order to ensure these rights and responsibilities are possible eg. International Woman's Day, Black History month • Mindfulness time is allocated during whole school worship for children to reflect on what they have done well and are proud of during the week • The school's ethos and school prayer spreads the vision of liberty and children's rights within our school setting • Police make regular visits to school and class visits are made to the fire station • Services and institutions are taught throughout the curriculum, eg. Where in the World, Our Community (please see long term plans) • Regular visits to the Borough library instil a respect for local institutions
Mutual Respect:	
Objective:	How this is covered at Trinity:
<ul style="list-style-type: none"> • To understand how they can contribute positively to the lives of those living and working in the locality and society more widely 	<ul style="list-style-type: none"> • Children make contributions to local charities like Big Red Box and help PAFT raise money for the school with contributions to cake sales etc.



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<ul style="list-style-type: none"> • To be able to use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds • To show an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Participate in a variety of communities and social settings, cooperating well with others 	<ul style="list-style-type: none"> • Foundation Governor oversees links with global organisations such as Christian Aid • Harvest festival is celebrated at the local church and contributions are offered to the altar on this day • Events such as International Evening and Diversity Day showcase and celebrate the differences in our society • Children are asked to work in a variety of different groups, varying gender, race, background • Children have links with schools in local community, eg. Year twos have cooked with the Year Five class from neighbouring school • All children, including those with severe needs, are invited to whole school worship and are included in all learning • Children’s achievements from out of school are showcased in assemblies and respect is shown by peers, eg. Violin assembly • The Trinity Charter has been developed to include experiences that all children will gain whilst at the primary phase. This charter gives children from all religions, ethnicities and socio-economic backgrounds the chance to experience the same thing, therefore strengthening the notion that we are all equal and treat all with mutual respect. • The Trinity Charter gives children the opportunity to fundraise for the local community and support local groups and • Critical thinking has been embedded across the curriculum and teaches children to offer reasoned views about moral and ethical issues, whilst being able to understand and appreciate the viewpoints of others
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Tolerance of those with different faiths and beliefs:

Objective:	How this is covered at Trinity:
<ul style="list-style-type: none"> • To be reflective about their own beliefs, religious or otherwise, that inform their interest in and respect for different people’s faiths, feelings and values • To be reflective about their own experiences • To show an understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain • To understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes • To understand the importance of identifying and combatting discrimination 	<ul style="list-style-type: none"> • RE curriculum teaches a different world faith in each year group • Class visits to a different place of worship (including different denominations of Christianity as well as from other faiths) • Diversity Day celebrates our school community and children spend the day in mixed aged groups, completing a range of activities from a range of different cultures. • Community and faith leaders from different religions have attended and led worship • Members of staff from different faiths are encouraged to explain their beliefs and celebrate them, eg. leading an assembly on Diwali • ‘Philosophy for Children’ strand in RE plans gives children the chance to reflect on their own views, as well as those of others • Role play and story-telling linked to discrimination and how we should respond during



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whole school worship

- Subject specific worships ensure that children are able to identify and combat discrimination ie. Black History Month, 100 years since women got the vote

In line with this, the Governors and staff at Trinity Primary will:

- Ensure that PREVENT training is updated in accordance with Local Authority Guidelines
- Ensure that fundamental British values are embedded as an integral part of the character and culture of Trinity Primary
- Challenge opinions or behaviours in school by students, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views
- Ensure that all visitors to Trinity Primary are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism or radicalisation
- Ensure that our students understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law
- Teach our students about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it
- Ensure all students within the school, regardless of age, have a voice that is listened to
- Demonstrate how democracy works and by developing an understanding of how citizens can influence decision-making by actively promoting democratic processes such as electing a school council whose members are voted for by the students
- Reinforce fundamental British values through the SMSC programme, PSHE curriculum, Citizenship curriculum and the assembly programme
- Ensure that our students are taught a balanced RE curriculum, that is broadly Christian but, which also takes account of the teaching and practices of the other principal religions represented in Britain
- Ensure that our students understand that the freedom to choose and hold other faiths and beliefs is protected in law
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting visiting speakers to the school and using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the school. E.g. supporting younger children in lessons and delivering extra-curricular activities
- Deliver a balanced programme of whole school worship which promote students' Spiritual, Moral, Social and Cultural development, providing clear guidance on what is right and what is wrong
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation



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- Ensure that there are effective risk assessments and screening policies and procedures in place to safeguard and promote students' welfare against the threat of extremism and radicalisation.