

British Values and Christian Values at St Mary's School

<p>At Bridport St Mary's CE Primary School, British Values should cause us to ask:</p>	<p>Teaching about British Values relates to our growing understanding of Christian Values (highlighted values are those which are part of our core values – voted for by the pupils and staff) such as:</p>	<p>Remembering what Christians believe, and using our windows/mirrors/doors approach to consider how this may apply in our own lives and helps us understand British values better...</p>	<p>Here are some examples of things in school which help develop understanding of British Values.</p>
<p>Democracy: How do we give everyone an equal right to be heard and a shared responsibility to play a positive part in our school community?</p>	<p>Justice Responsibility Trust Service Respect Courage Truthfulness</p>	<p>Humans are designed to be inter-dependent and everyone has a role to play. Christians believe their role is to be part of a body, working together and governed by Christ, the head of the 'body'.</p>	<ul style="list-style-type: none"> • having a school Junior Leadership Team with pupils of all ages from YR-Y6, elected by the children • respecting differing points of view – encouraging discussion of topical issues through Picture News • RSHE and class discussion • highlighting the development of democratic ideas in history lessons • ensuring all pupils are listened to by adults, reflected in school policies • inviting MPs, the local mayor and other speakers to the school – hosting the mayors civic day • holding mock elections each year involving our Year 6 pupils encouraging service to the school e.g. Yr 6 responsibilities, Eco club, Wellbeing ambassadors and S.T.A.R. club
<p>The Rule of Law How do we help all members of the school community understand the idea that the right rules permit well-being, safety and harmony?</p>	<p>Justice Responsibility Trust Forgiveness Respect Wisdom Peace</p>	<p>Christians respect the Ten Commandments, and the teaching of Jesus, which model how to live. They know rules are hard to keep and that everyone makes mistakes. They speak of God's mercy and forgiveness and his help in doing the right thing.</p>	<ul style="list-style-type: none"> • our school consequences grid and focus on restorative practice where pupils may experience both educational and protective consequences • having a clear and consistent behaviour policy and guidance understood by all understanding rules in various aspects of school life e.g. in the playground / playing sports Our use of our RSHE Heartsmart high 5 as part of everyday practice and teachers use of the moral, social and spiritual connections highlighted in Heartsmart lessons as appropriate. • highlighting God's rules in RE e.g. 10 commandments, Jesus' two great commands (love of God and neighbour), in relation to everyday events and through our visions' biblical underpinning which children have made up actions to, when saying the vision statement linking moral values to aspects of civic and political life happening in the news (eg through picture news)

<p>Individual Liberty How do we enable every individual in our school community to act on the belief that they have dignity and freedom as a unique and valued individual?</p>	<p>Responsibility Service Respect Wisdom Hope Creativity Courage</p>	<p>The Bible portrays humans as individuals free to make their own choices about life and behaviour; this includes the ability to choose to do wrong. Humans are not robots but made in the ‘image of God’, able to make decisions, to choose to love and do right; this freedom brings risks and responsibilities.</p>	<ul style="list-style-type: none"> • In June 2023 pupils voted for creativity as one of our new values – this value will now be interwoven into collective worship and school life • encouraging students to be independent and creative in their learning • providing students with opportunities for personal reflection, through class discussion and personal response to Collective Worship (eg in their reflective journals and through labyrinth days) • studying relationships in context of school’s SRE Policy • discussing moral issues in RSHE, History and RE • giving encouragement and support to express personal aspirations and goals, including transition work to next class or school • creating opportunities for pupils to realise they are significant, unique and precious individuals; celebrated through school and out of school achievements, and School vision Celebrations in Collective Worship each week
<p>Mutual Respect How do we reward the ability to see the good in others and the use of positive words, attitudes and actions which build up all in our school community?</p>	<p>Respect Friendship Humility Forgiveness Perseverance Thankfulness Generosity</p>	<p>Jesus said the two great commands were to love God and love your neighbour as you love yourself. It is important to understand our own value as those created and loved by God; and then to realise that others are also created in God’s image and valued by him. Christians believe we should strive to see not just the best in others but to see ‘God’ in others. We should love one another as Christ has loved us. St Paul encourages Christians in his letters to use our words and actions to build others up, not pull them down or apart.</p>	<ul style="list-style-type: none"> • having a clear vision statement that is inclusive • promoting respect for others in all personal interactions • reinforcing the value of everyone’s opinions in class debates • having an effective anti-bullying policy • emphasising in RE and RSHE the belief that every person is unique • having active educational links with other Initio schools • supporting charities but not in such a way as to encourage feelings of superiority / inferiority between donor and recipients – seeking to make connections with local charities eg the community kitchen to help children see the relevance of our vision to ‘build a caring community’ within our local community as well as our school community. • participating in a range of social activities and educational visits in the community • valuing different ways of communicating – really listening • valuing the home and cultural backgrounds of learners • understanding the concepts of privacy and “personal space” • being a place of hospitality
<p>Tolerance of those with different faiths and beliefs</p>	<p>Respect Friendship Compassion</p>	<p>The Bible teaches that all are unique creations loved by God. It follows that because we are unique, we are not all</p>	<ul style="list-style-type: none"> • Use of the ‘No Outsiders’ resource to use books to promote discussion about diversity • Including the protected characteristics as part of Picture

<p>How do we actively celebrate diversity in our school community, modelling tolerance, and the ability to listen with respect and to disagree without rancour?</p>	<p>Humility Peace Trust Forgiveness</p>	<p>alike and should not just learn to live with difference but to show love to others: <i>Do everything in love. And do everything with love. Let all that you do be done in love. 1 Corinthians 16 vs 14</i> Everyone has a right to dignity and respect as a human being but that does not mean that all ideas are equally right or good. Christians believe it is important to speak up for what is right and not tolerate injustice. Where people differ in culture, there is room for joy in diversity. Where there is difference in belief and faith, there is always room for love and respect even if agreement is not possible.</p>	<p>news each week – raising awareness of these and discussion of how we treat others</p> <ul style="list-style-type: none"> • highlighting on the school website how RE provides learning about the beliefs and traditions of religious communities as a basis for understanding and respecting them • making RE a valued and popular subject, promoting it with staff, pupils and parents, and resourcing it well • showing how Jesus encouraged love for those others rejected in his life and teachings (e.g. Parable of the Good Samaritan) • ensuring debate about the meaning of ‘tolerance’ and ‘tolerate’ • offering practice for pupils in learning how to disagree well • showing respect on visits to places of worship and in Collective Worship meeting and interacting well with a wide variety of people from different contexts and sharing experiences with them e.g. picnics, sports events, art days
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