

Holy Trinity Church of England Primary School

Our School Aims and Values

Rationale

Spiritual, moral, social and cultural development is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSCE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

Our School Aims

At Holy Trinity Church of England Primary School we aim to:-

Work together

- encourage and enable our children to make a positive contribution to our community and the wider world.
- welcome and encourage all people connected with the school to support and share in school life.
- build an inviting Christian community that encourages participation.

Learn together

- teach our children the core values of responsibility, creativity, resilience, respect and reverence
- encourage a love of learning in a caring, stimulating and disciplined environment where everyone is valued and encouraged to achieve their best
- equip all of our children with appropriate life skills.

Grow together

- enable our children to grow to be healthy both physically and mentally
- enable our children to grow spiritually and be confident in their own beliefs
- build understanding and respect for other people's beliefs and cultures.
- worship in a Christian community

....So that everyone enjoys being at school and is proud to be part of it.

Definitions:

<p>Spiritual Development is about:</p> <ul style="list-style-type: none"> • The non physical aspect of a person concerned with profound thoughts, relating particularly to God, Jesus, The Bible and other religious faiths • That which moves people • Feelings, experiences, emotions • A sense of purpose • A sense of awe, wonder and mystery • Insights into a personal existence which are of enduring worth • Valuing a non-material dimension to life • The relationship between belief and behaviour • A sense of heightened perception or awareness • A sense of being part of a greater whole • A search for meaning and purpose • The attribution of meaning to experience 	<p>Moral development is about:</p> <ul style="list-style-type: none"> • Knowing of the codes and conventions of conduct agreed by society • Having the will to behave morally as a point of principle • Being able to articulate attitudes and values • Recognising the moral dimension to situations • Developing a set of socially acceptable values and principles • Recognising that values and attitudes change over time • Making judgements on issues by applying moral principles, insights and reasoning • Taking responsibility for ones' own actions • Understanding the consequences of actions for self and others • Behaving consistently in accordance with principles • Recognising the greater needs which extend beyond self-interest
<p>Social development is about:</p> <ul style="list-style-type: none"> • The progressive acquisition of the competencies and qualities needed to play a full part in society • Understanding of the institutions, structures and processes of society • Understanding of how individuals relate to each other • Being able to adjust to a range of social contexts by appropriate and sensitive behaviour • Being able to make a personal contribution to the well-being of groups • The ability to exercise responsibility and initiative • Being able to participate cooperatively and productively in the community • Knowing how societies function and are organised • Understanding how what is learnt in the curriculum relates to 	<p>Cultural development is about:</p> <ul style="list-style-type: none"> • Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society • Recognition of and respect for the rights of others to exercise a cultural influence • Knowledge of the nature and roots of cultural traditions • The key features of major cultural groups within society • Personal response and accomplishment • The capacity to relate what is learnt to an appreciation of wider cultural aspects of society • Developing and strengthening the cultural interests of pupils • Exposing pupils to a breadth of stimuli in order to allow them to develop new interests • Extending horizons beyond the immediate to the highest artistic, musical and literary achievements • Understanding the diversity of religious, social, aesthetic, ethnic and political

	traditions and practices
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- Being able to evaluate the quality and worth of cultural achievements

At Holy Trinity our teaching and learning is underpinned by our school aims and core values.

Our core values are:

Responsibility – the ability to independently make informed choices which impact in a positive way on themselves and others.

Creativity – being imaginative and having the confidence to explore ideas.

Resilience – the ability to cope with change, keep focussed and develop perseverance.

Respect – valuing others, their beliefs and values

Spirituality – developing a sense of awe, wonder and mystery of the world around us.

British Values:

Recent legislation requires us to promote British values. These are defined as follows:

Democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.

There is also a requirement that, through their provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right for wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our aims and values fully reflect British Values. We have reviewed our curriculum and values in the light of these requirements. (see appendix 1)

The following exemplification materials illustrate a progression for learning of these values, that underpin the spiritual, moral, social and cultural development of the children at our school.

Responsibility

The ability to independently make informed choices which impact in a positive way on themselves and others.

A Christian perspective on responsibility:

The bible teaches that life is a gift from God and it is our responsibility to use our talents and abilities in the best way that we can.



Our Learning Friend – Shadow the Sheepdog

Links to British values: We expect our pupils to take responsibility for their learning and their actions. We expect them to become increasingly responsible for their own learning and behaviour.

Responsibility		
Early	Middle	Later
<p>With the help from an adult I can review my own work and identify what I have done well</p> <p>I help to set my own targets.</p> <p>I talk about how well I think I have done in lessons.</p> <p>I deal positively with praise, but sometimes get frustrated with setbacks and criticism.</p> <p>I take responsibility for jobs that I have been asked to do.</p> <p>I know that God knows me and I can talk to God about the things that have gone well and the things that I have done wrong.</p>	<p>I review my own work and identify what I have done well.</p> <p>With help I can suggest how to improve my work.</p> <p>I help to set my own targets.</p> <p>I listen and act on advice about what I have done to meet my targets.</p> <p>With help I review my own progress in lessons.</p> <p>I listen to feedback and deal positively with praise, setbacks and criticism.</p> <p>I take responsibility and am becoming more confident.</p> <p>I know that there are good things I need to say thank you to God for and that I need to own up to God for the things I have done wrong.</p>	<p>I review my own work and identify what I have done well and what I can do to improve it.</p> <p>I set some of my own targets and know what I have to do to meet them.</p> <p>I review my own progress in lessons.</p> <p>I ask for feedback and deal positively with praise, setbacks and critics.</p> <p>I take responsibility, showing confidence in my own beliefs.</p> <p>When I say thank you to God I learn to appreciate more the good things that I have. When I say sorry to God I remember the things I should not have done</p>

Links to SEAL – Getting on and falling out & Going for goals

Creativity

Being imaginative and having the confidence to explore ideas.

A Christian perspective on creativity:

Seen from a Christian perspective, all of life is a 'gift', entrusted to us by God for a purpose. This purpose can be seen in the development of a creative spirit with our pupils.



Our Learning Friend – Sid the Spider

Links to British values: We plan our curriculum to allow for creativity.
We aim for our provision to be inclusive for all and allow for free expression

Creativity		
Early	Middle	Later
I investigate objects and materials using the senses suggested by the teacher.	I investigate objects and materials by using all my appropriate senses.	I explore materials to test my ideas about cause and effect.
I organise information in ways suggested by the teacher.	I explore materials to test others' ideas about cause and effect.	I ask and answer different types of questions, and select and record information to help me to find the answer.
I have some imaginative ideas.	I ask questions and decide how to find out the answer.	I choose a range of data gathering techniques to plan the steps and strategies for an enquiry.
I discover some connections through play and experimentation.	I ask and answer different types of questions.	I draw conclusions and evaluate outcomes.
I try alternative or different approaches if they are suggested.	I use a range of data-gathering techniques (e.g. surveys and questionnaires) to plan the steps for an enquiry.	I generate imaginative ideas and apply imaginative thinking to achieve an objective
I respond to ideas and tasks.	I make connections and explore relationships through play and experimentation.	I discover, make connections and see relationships through play and experimentation.
I make links between ideas.	I ask 'why', 'how', 'what if' questions.	I try alternative and different approaches.
I understand that God made the world and everything in it, including me.	I respond to alternative or different approaches. I respond to imaginative thinking to achieve an objective.	I look at and think about things differently and from others point of view.
	I can relate the stories I hear in the Bible to some of the experiences and things I encounter in the world around me.	I respond to ideas, tasks and problems in amusing ways.
		I make connections and see relationships.
		I reflect critically on ideas, actions and outcomes.
		In seeing God in the world and in my experiences, I can put these things into our worship.

Resilience

The ability to cope with change, keep focussed and develop perseverance.

A Christian perspective on resilience:

Jesus frequently encouraged his disciples to 'endure patiently' the difficulties and obstacles they encountered and to persevere in the face of adversity.



Our Learning Friend – Tommy the Tortoise

Links to British values: Pupils are taught to recognise and celebrate the hard work and determination of themselves and others

Resilience		
Early	Middle	Later
I work well for rewards.	I keep going with an activity for the pleasure that it provides, sometimes also for reward.	I keep going with an activity for the satisfaction of having created or learnt something.
I carry out activities when asked.	I carry out an activity for the satisfaction of having created or learned something.	I plan, carry out and finish an activity to reach a expected outcome.
With help I can recognise my achievements.	I recognise my achievements in some areas.	I recognise my achievements and celebrate them.
I keep focussed on a task that interests me.	I try to keep focussed, and sustain my attention, sometimes getting slightly distracted.	I organise the resources that I need to complete a task.
I use the resources that I have been given to complete a task.	I use the resources I need to complete a task.	I recognise how different learning contexts affect my motivation.
I work well when given work that I enjoy.	I recognise when I am most motivated.	I manage distractions both at school and when doing my homework.
I manage distractions when helped by a teacher.	I getting better at managing distractions at school, and whilst doing my homework.	I recognise what I ask for in my prayers may not always happen, but understand that I should not stop praying for what is best for me and others.
I know that God never gives up on me and I should not give up in wanting the best for me and other people.	I learn in prayer to focus my attention on the things that are good for me and for others and to ask for those things from God.	

Links to SEAL – Getting on and falling out & Going for goals.

Respect

Valuing others, their beliefs and values.

A Christian perspective on respect:

The nature of God, as revealed in the Bible, presents all people with a choice. Those whose response is one of respect are acknowledging God's greatness, authority and involvement in the world.



Our Learning Friend – Oscar the Owl

Links to British values: Pupils are given many opportunities to find out about other world religions and cultures.

Although we are a Church of England primary school our inclusive nature means that our school community includes families from other faiths and those who have no particular faith.

Respect		
Early	Middle	Later
<p>I am beginning to recognise similarities and differences between myself and other people.</p> <p>I listen to other people.</p> <p>I recognise feelings and behaviour of others.</p> <p>I know that some people think differently to me.</p> <p>I can spot the causes of other people's feelings.</p> <p>I understand that God sees me as a special person and that God also sees every person as special in their own way.</p>	<p>I recognise similarities and differences between myself and other people.</p> <p>I take an interest in, watch and listen to other people.</p> <p>I recognise my feelings and acknowledge those of others and am beginning to name these feelings</p> <p>I try to understand the point of view of another person.</p> <p>I can spot the causes of other people's emotions and actions.</p> <p>I understand that as God sees me and all people as special, so I should see them as special and treat them as I would wish to be treated.</p>	<p>I recognise similarities and differences between myself and other people and use this to help me to take part in teams.</p> <p>I take an interest in, watch, listen and respond to other people.</p> <p>I always try to understand the point of view of another person.</p> <p>I recognise and anticipate the thoughts and feelings of others.</p> <p>I can spot the causes of other people's emotions and actions, taking account of my knowledge of the person involved.</p> <p>I recognise that we are all made differently but we are all valued by God the same. God wishes us all to become the best people we can.</p>

Links to SEAL – Good to be me, Changes, Relationships

Spirituality

The development of a sense of awe, wonder and mystery of the world around us.

A Christian perspective on spirituality:

Spirituality is centred in a respect for the world that God created, and includes aspects of worship such as awe and wonder.



Our Learning Friend – Una the Unicorn

Links to British values: We aim that our pupils develop a natural inquisitiveness and curiosity. In doing so, we hope that they will develop tolerance and self-knowledge.

I can experience a range of feelings e.g joy, sorrow, wonder, curiosity, inspired by places and environments as well as by people and situations.

When appropriate I try to sit quietly.

I can reflect upon and talk about experiences of the environment and understand that environments can be pleasant, healthy and attractive or unpleasant, unhealthy and unattractive.

I understand that God created a world full of awesome and wonderful things.

Early	Middle	Later
	<p>I respond to a range of feelings e.g joy, sorrow, wonder, curiosity, inspired by places and environments as well as by people and situations.</p> <p>I take pleasure in listening to and writing stories and poems, in making and dancing to music and in painting , drawing , designing and making.</p> <p>I can sit quietly and think, appreciating silence.</p> <p>I can express my own feelings about the natural world.</p> <p>I can give thanks to God for all the wonders of the world in worship.</p>	<p>I respond sensitively to a range of feelings e.g joy, sorrow, wonder, curiosity, inspired by places and environments as well as by people and situations.</p> <p>I take pleasure in a wide range of aesthetic experiences.</p> <p>I appreciate stillness and silence.</p> <p>I understand that natural processes and human thoughtlessness can endanger species, landscapes and environments.</p> <p>I recognise the power and creativity that is present in the world around me, and that we are all linked under God.</p>

During my time at school:-

- I will continue to develop a natural inquisitiveness and a spontaneity and enthusiasm for new things.
- I will look for the beauty of shape, pattern and order and develop an understanding of how we benefit from these.
- I can experience a range of feelings e.g joy, sorrow, wonder, curiosity, inspired by places and environments as well as by people and situations.

Appendix 1- Teaching About British Values

British Value	Statement	Evidence	Impact
Democracy	This links to our core value of respect. Democracy and fairness are inherent in the running of our school.	School council – election process and meetings SMSC curriculum PSHCE curriculum eg taking turns/ sharing equipment Topic plans eg Greece Lightning Junior Citizenship session Peer Mentoring system	Children understand their roles and responsibilities in the running of the school via their school council. They contribute to the running of the council. Children can work co-operatively and in groups, as well as in whole class situations. They help and care for one another.
Rule of law	The children are familiar with the concept of law and rules.	School Golden Rules Class rules Assembly theme – rules Input from Magistrates Court Topic plans eg. Crime and Punishment	The children understand that society have rules that keep us safe and happy. The children’s behaviour is outstanding.
Individual liberty	Creativity is one of our core values. We plan our curriculum to allow for creativity. We hope that our provision is inclusive of all and allows for free expression	School value – Sid the Spider Policy and planning allows for creative response from the children	Children’s work shows imagination in their ideas and thinking. Creative response to work is planned for Clear boundaries allow space for children to be creative and imaginative.
Mutual respect and tolerance of those with different faiths and beliefs	Respect is one of our core values. Opportunities to find out about other world religions are built into our curriculum. Although we are a Church of England primary school our inclusive nature means that our school community includes families from other faiths and those who have no particular faith.	School value – Shadow the Sheepdog Harvest festival – supporting Crawley Night shelter Fund raising for national and international causes RE curriculum Assembly plans Topic plans eg Indian Spice	The children are respectful of each other and of adults. The work and play together both in class and at playtimes. Children are able to talk about different faiths and cultures, they ask questions and show tolerance and respect for others of different cultures, faiths and religions. Pupils are polite, friendly and welcoming

			and show an understanding of people's different needs.
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