



*Believe Succeed & Grow*

# St Osyth C of E Primary School

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## **Promoting British Values and Our Core Christian Values**

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’ and our British Values. Tables below provide information on how this is done. You can also read our curriculum policy, curriculum plan, equal opportunities policy and other related documents.

### **Our Core Christian Values are:**

Hope	Trust	Compassion
Friendship		Thankfulness

### **British Values are defined as:**

Democracy	Rule of law	Individual liberty
Mutual respect	Tolerance of those of different faiths and beliefs	

All the bible references we use below can be found at [www.biblegateway.com](http://www.biblegateway.com) and use the translation of the bible called, ‘The Message’. (The Message (MSG) Copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002 by Eugene H. Peterson). We often use this translation of the bible with children because it attempts to use every day language which the children will understand.

<b>British Values</b>	<b><i>Specific links to Christian Values and bible references</i></b>	<b><i>In our church school, we promote this by:</i></b>
<b>Democracy</b>	<p><b>Compassion</b>  1 Kings 12:7  They said, “If you will be a servant to this people, be considerate of their needs and respond with <b>compassion</b>, work things out with them, they’ll end up doing anything for you.”  Nehemiah 9:16-19  They flouted your commands, spurned your rules—the very words by which men and women live! They set their jaws in defiance, they turned their backs on you and didn’t listen. You put up with them year after year and warned them by your spirit through your prophets; .... Still, because of your great <b>compassion</b>, you didn’t make a total end to them. You didn’t walk out and leave them for good; yes, you <i>are</i> a God of grace and <b>compassion</b>.  Psalm 116:1-6  I love God because he listened to me, listened as I begged for mercy. He listened so intently as I laid out my case before him. Death stared me in the face, hell was hard on my heels. Up against it, I didn’t know which way to turn; then I called out to God for help: “Please, God!” I cried out. “Save my life!” God is gracious—it is he who makes things right, our most <b>compassionate</b> God. God takes the side of the helpless; when I was at the end of my rope, he saved me.  <b>Friendship</b>  Proverbs 22:11  God loves the pure-hearted and well-spoken; good leaders also delight in their <b>friendship</b>.</p>	<p><input type="checkbox"/> 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> <p><input type="checkbox"/> 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, team work and negotiation. Children represent others’ views, as well as their own in meetings and use “majority rulings”.</p> <p><input type="checkbox"/> 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 PSHE circle time, class assemblies, in English and Topic lessons, where moral dilemmas and situations may be debated and considered.</p>
<b>The Rule of Law</b>	<p><b>Thankfulness</b>  Colossians 3:15-17  Let the peace of Christ keep you in tune with each other, in step with each other. None of this going off and doing your own thing. And cultivate <b>thankfulness</b>....! Let every detail in your lives—words, actions, whatever—be done in the name of the Master, Jesus, thanking God the Father every step of the way.</p>	<p><input type="checkbox"/> Our reward and consequence approach to behaviour is applied consistently and supported by our children.</p> <p><input type="checkbox"/> Where appropriate, we seek to use “restorative justice”, for misdemeanours, such as writing letters of apology. This helps encourage the concept of <b>atonement</b>. Staff may also talk through the situation in a structured way, to help children to understand antecedents and consequences.</p>

**Compassion**  
Proverbs 8:12-16

"I am Lady Wisdom, and I live next to Sanity; Knowledge and Discretion live just down the street. The Fear-**of**-God means hating Evil, whose ways I hate with a passion— pride and arrogance and crooked talk. Good counsel and common sense [**compassion**] are my characteristics; I am both Insight and the Virtue to live it out. With my help, leaders **rule**, and **law**makers legislate fairly; With my help, governors govern, along with all in legitimate authority.

**Friendship**  
Matthew 7:12

"Here is a simple, **rule-of**-thumb guide for behaviour: Ask yourself what you want people to do for you, then grab the initiative and do it for *them*. Add up God's **Law** and Prophets and this is what you get.

**Trust**  
Proverbs 3:5-12

**Trust** God from the bottom of your heart; don't try to figure out everything on your own. Listen for GOD's voice in everything you do, everywhere you go; he's the one who will keep you on track. Don't assume that you know it all. Run to God! Run from evil! Your body will glow with health, your very bones will vibrate with life! Honour God with everything you own; give him the first and the best. Your barns will burst, your wine vats will brim over. But don't, dear friend, resent GOD's discipline; don't sulk under his loving correction. It's the child he loves that GOD corrects; a father's delight is behind all this.

**Hope**  
Luke 6:31-34

"Here is a simple rule of thumb for behaviour: Ask yourself what you want people to do for you; then grab the initiative and do it for *them*! If you only love the lovable, do you expect a pat on the back? Run-of-the-mill sinners do that. If you only help those who help you, do you expect a medal? Garden-variety sinners do that. If you only give for what you **hope** to get out of it, do you think that's charity? The stingiest of pawnbrokers does that.

Children participate in nominating and electing school council representatives.

Children find out about our democracy in action and debate national news through our use of resources such as Espresso 'News Bites'.

<p><b>Individual liberty</b></p>	<p><b>Compassion</b> 2 Timothy 1:7 For God gave us a spirit not of fear but of power and love and self-control.</p> <p><b>Friendship</b> - 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><b>Hope</b> 1 Corinthians 10:31-33 So eat your meals heartily, not worrying about what others say about you—you're eating to God's glory, after all, not to please them. As a matter of fact, do everything that way, heartily and freely to God's glory. At the same time, don't be callous in your exercise of freedom, thoughtlessly stepping on the toes of those who aren't as free as you are. I try my best to be considerate of everyone's feelings in all these matters; I <b>hope</b> you will be, too.</p>	<p><input type="checkbox"/> Children are taught to have mutual respect and to value individual liberty in many ways. Staff also model this.</p> <p><input type="checkbox"/> We mark significant events, such as Remembrance Day, in a way which is appropriate and meaningful for children. This encourages understanding that individual liberty sometimes 'costs' and must be worked for.</p> <p><input type="checkbox"/> In RE and collective worship, we look at and discuss examples of individuals who have stood up for their beliefs and shown great faith and courage in times of adversity and struggle. These may include Martin Luther King, Malala Yousafzai and Nelson Mandela. A range of biographical and autobiographical material is available for the children.</p> <p><input type="checkbox"/> Collective worship/PSHE 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>
<p><b>Mutual respect</b></p>	<p><b>Friendship</b> Proverbs 16:28 and 32 Troublemakers start fights; gossips break up <b>friendships</b>. Moderation is better than muscle,</p> <p>Proverbs 17:9 Overlook an offense and bond a <b>friendship</b>; fasten on to a slight and—good-bye, friend!</p> <p>Proverbs 27:9 Just as lotions and fragrance give sensual delight, a sweet friendship refreshes the soul.</p> <p><b>Compassion</b> Proverbs 14:21 It's criminal to ignore a neighbour in need, but <b>compassion</b> for the poor—what a blessing!</p>	<p><input type="checkbox"/> 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> <p><input type="checkbox"/> Children are trained in respect negotiation of conflicts between peers, using systems such as play leaders.</p> <p><input type="checkbox"/> 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**

**Forgiveness**

Galatians 6:1-3

[ Nothing but the Cross ] Live creatively, friends. If someone falls into sin, forgivingly restore him, saving your critical comments for yourself. You might be needing forgiveness before the day's out. Stoop down and reach out to those who are oppressed. Share their burdens, and so complete Christ's law. If you think you are too good for that, you are badly deceived.

2 Corinthians 5:16-20

Because of this decision we don't evaluate people by what they have or how they look. We looked at the Messiah that way once and got it all wrong, as you know. We certainly don't look at him that way anymore. Now we look inside, and what we see is that anyone united with the Messiah gets a fresh start, is created new. The old life is gone; a new life burgeons! Look at it! All this comes from the God who settled the relationship between us and him, and then called us to settle our relationships with each other. God put the world square with himself through the Messiah, giving the world a fresh start by offering **forgiveness** of sins. God has given us the task of telling everyone what he is doing. We're Christ's representatives. God uses us to persuade men and women to drop their differences and enter into God's work of making things right between them. We're speaking for Christ himself now: Become friends with God; he's already a friend with you.

**Trust**

Romans 10:11-13

Scripture reassures us, "No one who **trusts** God like this—heart and soul—will ever regret it." It's exactly the same no matter what a person's religious background may be: the same God for all of us, acting the same incredibly generous way to everyone who calls out for help.

"Everyone who calls, 'Help, God!' gets help."

We offer a broad and balanced curriculum that has a local, national and international dimension.

We follow the locally Agreed Syllabus for Religious Education that has a significant multi-faith element.

We work to ensure that our resources do not promote stereotypes and celebrate diversity, for example through our choice of reading books.

We invite other members of other faith groups in to our school, to talk to children and respond to their questions, 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.