



London Diocesan Board for Schools

Core Values Underlying British Identity

In church schools Christian values should be written through the school as if through a stick of rock. The values which our schools endorse are those of:

- Reverence
- Wisdom
- Thankfulness
- Humility
- Endurance
- Service
- Compassion
- Trust
- Peace
- Forgiveness
- Friendship
- Justice
- Hope
- Creation
- Koinonia

More details about all of the values and how they might be taught are to be found on the National Society website. <http://www.christianvalues4schools.org.uk/>

Additional material demonstrating how values can underpin the whole curriculum can be found on the website of 'What If Learning'. <http://www.whatiflearning.co.uk/>

These values are ones that are shared by many people in this country because the Christian faith has for centuries been a driving force in our education and legal system and those values have made their mark on our history.

We are fortunate in that we live in a country where the majority of people care about the wellbeing of others, where injustice and cruelty to others appals and where people can be stirred to be compassionate and generous in their support for a good cause.

These characteristics have not come about by accident but through our history and experiences as a nation. Stubbornness, stoicism and resilience are also traits which as a nation we share but they have also been the vehicle for developing deeply held beliefs about the importance of freedom, justice and the rule of law.

It would be challenging to try and pin down how those characteristics have evolved and become part of our being and how over many years governments have tried to enshrine the ideas in law. A recent piece of legislation is the Equality Act.

The Equality Act 2010 has three aims:

- to eliminate unlawful discrimination
- to advance equality of opportunity
- to foster good relations between people

The values that matter and influence public decision making might be summed up by the following list:

1. No one is above the Law; the same rules apply to everyone whether rich or poor.
2. The Monarch is the Head of the Church and together with the House of Commons and the House of Lords they are the supreme authority.
3. Everyone has a right to be treated equally, belonging to a different race or religion should not make any difference. Everyone, whatever their race or religion, should deal with each other in a tolerant and open way.
4. People are allowed to speak freely and to hold their own opinions, even if they are eccentric, as long as no harm results to others.
5. People can buy and sell property, land or belongings, they can sign contracts and have them honoured, without fear of confiscation by the state or other people.
6. Encouragement is given to people to volunteer and to set up organisations that explore the interests and needs of a community. They are able to work out for themselves the best way to operate within the law.
7. Children are helped to grow up happily in a loving, kind and disciplined environment by being part of a stable, loving family and wider community.
8. Learning about the achievements and mistakes of the past and valuing the rights and obligations that have gradually emerged out of the history of Britain.

Educational Suggestions and actions already taken

1. Introducing the concept of law through the development of rules which govern the school. Students, parents and staff agree the rules by which the school is to be run, the rationale for the rules and the sanctions which any failure to uphold will incur.

The school has a clear behaviour policy to which members of the school community have had opportunity to contribute. The school has golden rules rooted in British values and these are used for each class to agree their individual class understandings.

2. With younger children watching the Queen going to open Parliament can be a starting point for a discussion about how our democracy works and the role of the monarch.

The school has a school council who are actively involved in the decision making process of the school. This term the school have invited MPs to their meetings to engage with initiatives to investigate parliament and the democratic process and have entered parliament's school council awards.

3. Equality of opportunity should be demonstrated in the school systems so that students are confident that everyone in the school has access to what is available.

The school celebrates its diversity at every opportunity and fully engages with Black History Month. Collective worship and assemblies focus on key figures that have positively influenced the drive for equality. The stories of Rosa Parks and Nelson Mandela have featured in recent assemblies. The school has a huge commitment to physical activity for all. The current values display features Olympians and paralympians showing how much, with the right support, people can achieve. The school's teaching of RE is outstanding in that it helps to provide knowledge and understanding about what people believe and how their faith affects how they live. This month children from Holy Trinity and Independent Jewish Day School will be exchanging stories of Christmas and Hanukah.

4. The importance of free speech is a long held belief and is well illustrated by Speakers Corner in Hyde Park where anyone can go and address the crowd.

Children have opportunity to provide feedback on aspects of the school through questionnaires, pupil voice and school council.

5. Learning about how business and commerce works and as students get older exploring how you manage a bank account, credit cards and interest rates, start a pension and get a mortgage are all valuable life skills which should be a part of a rounded education.

Maths investigations and other mathematical learning draws on skills and knowledge needed to manage finances especially in upper key stage 2.

6. Naming some of the organisations it is possible to join from Brownies to Scouts, choirs, sporting clubs, faith group organisations. Discussing how they serve their community, what difference do they make, who started the organisation and why?

The school actively encourages children to belong to clubs and organisations and has close links with a number of community based activities including Non-stop action and All for Sport. This year each class has chosen their own charity and how they will

raise funds. Charities supported this term include: Guide Dogs for The Blind, The Royal British Legion Poppy Appeal, Diabetes UK.

7. PSHE should be beginning to address some of the issues around growing up healthy and well, in body, mind and spirit. Collective worship should provide a time for students to be reflective about their own lives and those about them. Families come in all shapes and sizes and the emphasis is on the care and love that they provide for the individuals in the family. The family may well include a the wider community and so learning to be part of that wider community in a safe way is also a critical part about growing up and learning to read the verbal and non-verbal signals that people give in order to remain safe.

Daily Collective Worship and weekly circle time provide quality opportunities for developing Social, Moral, Spiritual and Cultural dimensions. The school's SRE policy has a clear focus on family values and the diverse nature that family make up can adopt.

8. Learning about the history of Britain and being able to make links and learn from the events of the past to understand the dilemmas and solutions for today's issues.

In this year of remembrance the school, which has its own memorial to fallen ex-pupils, has demonstrated a high level of engagement and the children displayed incredible empathy.

An example of why these values are important to our common life may be drawn from the following list of issues which make for general unrest:

- High levels of taxation
- Strict wage controls
- Workers controlled by tough legislation
- Foreign wars that appear pointless to much of the population
- Politicians that can seem out of touch and self-serving
- People feeling powerless and angry in the face of bureaucracy
- Radical preachers gaining ground with the disaffected
- A deadly disease spreading uncontrollably and the potential threat to our own country.

This is a description of England in 1381 and it would be foolish to ignore the lessons that moments in our history might teach us in this century!