

Value	What do we do...	What impact does it have?	What could we do better? (To be considered in School Development Plan 2022-23)
<p>Enable pupils to develop their self-knowledge, self-esteem and self-confidence</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 2. Resilient 3. Inquisitive 4. Ambitious 5. Healthy 6. Compassionate 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' (see schedule below) and collective worship.</p> <ul style="list-style-type: none"> • Tapestry in EYFS enable parents to more readily share experiences. • Celebrate achievements (home and school) in assemblies, etc. • Displays of pupils' work. • Wide range of sporting and non-sporting extra-curricular activities. • Employ dedicated Emotional Literacy Support Assistant to provide targeted intervention for children's mental health and wellbeing. 	<p>Positive relationships across school.</p> <p>Instances of poor behaviour is very low.</p> <p>Attendance has been in-line or above average.</p> <p>Children are inspired and motivated to try new things and to appreciate achievements.</p> <p>Participation rates of extra-curricular activities is very high.</p> <p>School has earned the Gold Sportsmark in previous years and currently holds the Platinum Sportsmark.</p> <p>Evidence of accelerated progress of children demonstrating impact of intervention programmes.</p>	<p>Continuation of extra-curricular activities and inter-school sporting competitions as Covid-19 restrictions ease/permit.</p> <p>Continuation of performing arts concerts e.g. Carols around the Tree, Summer Production, etc.</p> <p>Re-introduction of residential visits to city and/or Outdoor pursuits centre as Covid-19 restrictions ease/permit.</p>

<p>Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 6. Compassionate 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • Clear school rules and high expectations of good behaviour. • Knowledge of public services and community embedded through curriculum. • This is evident in the following curriculum themes and associated components of knowledge. • KS1 <ul style="list-style-type: none"> - People who help up (A1 Autumn) - The Elements - Fire (A2 Autumn) - Victorian Britain (A2 Summer) - Remembrance (Annual) • KS2 <ul style="list-style-type: none"> - What makes Britain great? (A2 Summer) - Shrewsbury since 1066 (B2 Spring) - Remembrance (Annual) • Collective worship and RE (learning from religion as well as learning about religion) 	<p>Positive relationships across school.</p> <p>Instances of poor behaviour is very rare.</p> <p>Children aware of keeping themselves safe (e-safety, anti-bullying, etc.).</p> <p>Children aware of processes of up-holding law and order in UK.</p>	<p>Invite police/CSO/Emergency Services into School to support wider curriculum as Covid-19 restrictions ease/permit.</p>
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	<ul style="list-style-type: none"> • Input of police in school to support work on e-safety, Bikeability, 'Crucial Crew', Etc. • Residential to a City - Greater Manchester Police and take part in mock trial exercise in reconstructed Denton Magistrates Court. (What makes Britain great? Unit in KS2). 		
<p>Encourage pupils 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 and to society more widely.</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 2. Resilient 3. Inquisitive 4. Ambitious 5. Healthy 6. Compassionate 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship. • School behaviour policy supported by clear system of and rewards/consequences. • Sex and Relationships policy emphasises positive relationships. 	<p>Children have good awareness of local community groups and interdependence.</p> <p>Children aware of positive difference practical actions make.</p> <p>Positive behaviour around school and instances of poor behaviour is low.</p> <p>Children aware of similarities between faith groups in promotion of mutual respect and tolerance.</p>	<p>Development of school council to extend opportunity of children to participate more fully as Covid-19 restrictions ease/permit.</p> <p>As Covid-19 restrictions ease/permit, to increase opportunities for greater links between other faith groups and the school.</p>

	<ul style="list-style-type: none"> • Teaching about protected characteristics reflected in PSHE / RSE planning. • Community events and links with community groups (Sevenside Housing, Food Hub, etc.) • Charity fundraising for local and national causes. • Support mission work of local church. • Learning about and from religion within RE. • NSPCC Training for pupils. 		
<p>Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 3. Inquisitive 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • Knowledge of public services and community embedded through curriculum. • This is evident in the following curriculum themes and associated components of knowledge. • KS1 <ul style="list-style-type: none"> - People who help us (A1 Autumn) 	<p>Children aware of the value of public services.</p>	<p>Invite public services into School to support wider curriculum as Covid-19 restrictions ease/permit.</p>

	<ul style="list-style-type: none"> - The Elements - Fire (A2 Autumn) - Victorian Britain (A2 Summer) - Remembrance (Annual) • KS2 <ul style="list-style-type: none"> - What makes Britain great? (A2 Summer) - Shrewsbury since 1066 (B2 Spring) - Remembrance (Annual) • School takes part in 'Parliament Week' as part of Journey Day. • Visits by public services (police, fire service, etc.) to support teaching across the curriculum. • School nurse is regular visitor within school. 		
<p>Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 3. Inquisitive 6. Compassionate 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • Visits to different places of worship (Mosque, Synagogue, Etc.). • Integration of children with EAL within school. 	<p>Children able to understand and articulate the breadth of cultural traditions in UK.</p>	<p>More regular contact between Trinity pupils and more culturally diverse schools in UK.</p> <p>Visits to different places of worship which fit into units of work within the new SACRE.</p>

	<ul style="list-style-type: none"> • Learning about and from religions within RE. • Residential city visit cycle includes visits to centres of worship from other faiths. 		
Encourage respect for other people	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • Commemoration of Holocaust Memorial Day. • Integration of children from overseas within school and celebration of cultural heritage. • Positive relationships modelled by staff. • Learning about and from religions within RE. 	<p>Positive relationships across school.</p> <p>Integration of children from other countries e.g. Poland / Ukraine / Etc. into school and support of EAL.</p> <p>Positive behaviour around school and instances of poor behaviour is low.</p>	As Covid-19 restrictions permit, develop greater opportunities for visits and visitors from a variety of backgrounds.
Encourage respect for democracy and support in the democratic processes, including respect for the basis on which the law is	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 3. Inquisitive 7. Global Citizens <p>These values are taught through our school ethos driven by our taught</p> 	<p>High participation and enthusiasm for school mock elections and General Election.</p> <p>Children demonstrate better knowledge of democracy.</p>	<p>More frequent House Captain's meetings / led events.</p> <p>School council to continue with increased led events and projects.</p>

made and applied in England	<p>curriculum, whole school 'Journey Days' and collective worship.</p> <ul style="list-style-type: none"> • School council is active and engaged and led by a school governor. • House captain elections, meetings and led events. • Lessons on parliament and decision making (Parliament Week) to raise knowledge and understanding. 		
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Journey Day Schedule and Rolling Programme

	Autumn Term	Spring Term	Summer Term	
2022/23 2024/25	Be Compassionate (Children in Need)	Be Resilient	Be Ambitious (Olympics)	
2021/22 2023/24	Be Global Citizens (Parliament Week)	Be Healthy (Sport Relief)	Be Respectful (Half term 1)	Be Inquisitive (Half term 2)