



Our Mission Statement

Holy Trinity Primary and Nursery school is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.

We celebrate the value of each child and set high expectations of them in our endeavour to sustain and develop their gifts and talents.

Date Adopted	
Signed (Governors)	
Signed (Headteacher)	
Date for review	

Introduction

The curriculum of Holy Trinity Dobcross School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of life.

At Holy Trinity we believe that as migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Holy Trinity School will work hard to secure a thriving, cohesive community, while recognising the vital part it has to play in building a cohesive society for the future.

At Holy Trinity School we wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

We believe that it is our duty to address issues of ‘how we live together’ and ‘dealing with difference’ however challenging they may seem.

2. What is community cohesion?

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Community from Holy Trinity’s perspective

For Holy Trinity, the term ‘community’ has a number of dimensions including:

1. the school community – the pupils it serves, their families and the school’s staff;
2. the community within which the school is located – the school within the communities of Dobcross and Saddleworth and the people who live or work in the villages;
3. the community of Britain - all schools are by definition part of this community;

4. the global community – formed by EU and international links.

3 How does Holy Trinity School contribute towards community cohesion?

At Holy Trinity, we consider ourselves responsible, alongside parents/ carers, for equipping our pupils to live and thrive alongside people from many different backgrounds.

The school's contribution to community cohesion can be grouped under the three following headings:

1. Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
2. Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
3. Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, learning and curriculum

It is the aim of Holy Trinity School to ensure the quality of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

Holy Trinity School will ensure:

1. Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE, circle time and P4C classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.

2. A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
3. Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
4. An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and excellence

Holy Trinity School will continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Holy Trinity School admissions criteria recognises the importance of admission arrangements that promote community cohesion and social equity.

Engagement and ethos

School to school:

We shall seek to broaden the ways that we work in partnership with other schools, both locally and further afield. The means of developing the relationship may be through exchange visits, mailing or the internet.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and art.

School to parents and the community:

Good partnership activities with the local and wider community include:

1. Working together with community representatives, for example through bringing community representatives into school to work with the pupils.
2. Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth

- support service, the police and social care and health professionals.
3. Engagement with parents through our open door policy, social events, curriculum evenings, parent and child courses and family liaison work.
 4. Provision of extended services. In particular, bringing parents together from different backgrounds through parenting and family support , as well as community use of facilities for activities that take place out of school hours (including adult and family learning, child and health care and out of school clubs).

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.