

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

British Values Statement

At Dodford First School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived throughout the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE and PSHE lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable effort to ensure that the children experience activities in their local community and also beyond. Sporting events, a range of visits and the use of outdoor education enable children to have broad and varied experiences of the world they live in.

What are British Values?

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British Values in the 'Prevent Strategy' – values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

British Values at Dodford

Democracy

Democracy is an integral part of school life. Pupils have the opportunity to have their voices heard through our School Council, Pupil Forum, Eco team (Green Team), suggestions box and pupil questionnaires. The elections of School Councillors are based solely on pupil votes whereas children put themselves forward and are chosen by their teachers to be part of the Green Team or Pupil Forum. Monthly meetings with the School Council and fortnightly class council meetings ensure the reinforcement of democratic processes, the application of freedom of speech and group action to address needs and concerns. Children on the Pupil Forum discuss new policies and procedures put into practise in school and comment on their effectiveness and how they could be further improved. They are encouraged to help write parts of policies like the behaviour policy and to decide on the rules around school like the

wording of a new school prayer. 'Our Playground Manners' sign and our 'Lunchtime Rules.' The ECO team discuss ways in which to improve the school's understanding of being greener and decide upon whole school events, ways to achieve the next Eco award and the upkeep of their display board to inform the other children about what they are trying to achieve in school.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour, behaviour for learning and through collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The children are involved in creating their own rules within their classrooms and then across the school there are Classroom Charters, Give Me Five Learning Posters and Zone Boards which remind the children of our expectations and the consequences of not following the rules. Visits from authorities such as the Police, doctors and the Fire Service and the Woodland Trust are regular parts of our curriculum to help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, which task to choose, which pupil voice teams they would like to be part of, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Part of our school ethos and behaviour policy revolves around a values-led assembly approach, one such value being respect and pupils have been part of discussions and collective worship related to what it means and how it is shown. It is reiterated through our classroom rules – Classroom Charter, class rules and Give Me Five Posters and the zone board, as well as our behaviour policy. The concept of 'fair play' is promoted within the classroom through children being considerate and patient when working in mixed ability groups and when they have different Peer Talk Partners. Out in the playground the children are continually reminded about how they should play outside by 'Our Playground Manners' board, Year 4 year group leaders and the staff. Reception children are encouraged to play with the nursery children from our neighbouring provider in a respectful and sharing manner. Respecting differences between their peers and children from other schools is promoted by holding whole school events and by the children participating in sporting tournaments and Year 4 workshops before the middle school transition.

Tolerance of those of Different Faiths and Beliefs.

Collective worship is fundamentally Christian in character, but recognises that those attending may have a wide range of faiths, or none. Tolerance of those different faiths and beliefs is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Collective worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Visits or visitors are organised as part of the curriculum, allowing the children to visit different places of worship and organising multicultural events such as the recent Gambian drumming and Indian dancing workshops. Links are made in assemblies when looking at certain values such as diversity and equality – Black History Month and tolerance and kindness – AntiBullying Week.

Dodford First School follows the agreed Worcestershire RE syllabus which covers a range of different faiths and beliefs. French is also taught across Years 1 to 4; the children not only learn the language but learn about the cultural differences and similarities in France. Philosophy for Children (P4C) will be introduced in the 2015-2016 academic year which allows children the time to think through their own ideas and beliefs and challenge others in a safe, non-threatening environment.

British History within the Curriculum

Dodford First offers a range of curriculum topics which have strong links to Britain both past and present. As a school we encourage knowledge of current affairs that are significant to us as a nation. We celebrated the Diamond Jubilee with a large tea party, discussed the wedding between Prince William and Kate Middleton and the births of George and Charlotte. In 2012, the school celebrated the Olympics and looked at Much Wenlock Olympic history and other events are remembered annually, such as Remembrance Sunday. As a school we hold a competition to write a message for fallen soldiers on a poppy and this message was then sent with a donation to the field in Ypres, Belgium.

The school has a rich history, dating back to 1877 and school log books along with photos and clippings are invaluable resources when looking at the school's history, its place in the village and connections with the parish and local community.

Across all the years there is a strong focus on the work of famous British figures and events both past and present; these include looking at The Gunpowder Plot, toys, Great Fire of London, inventors, castles and modern events such as Children in Need and Comic Relief and in days such as Roald Dahl Day. The children really enjoy learning about people from the past and in particular those who have had an impact on the modern world and our community.