







Preparing Children for Life in Modern Britain

At Dovecote Primary and Nursery 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 out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and every opportunity is taken to deepen and develop understanding. At the beginning of each half term every class focusses on social and emotional aspects of learning (Jigsaw) to introduce a theme which builds on previous learning and builds understanding and resilience. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives. The school makes considerable efforts to ensure children have exposure to a wide experience beyond their own and their local community through both the taught curriculum, a range of visits and visitors and through opportunities to share their own experiences with others.


At Dovecote British Values are not taught in isolation, it is a thread that runs throughout our curriculum. A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

British Values	Statement	Evidence	Impact
<p>Democracy</p> 	<p>The children at Dovecote see democracy borne out in a whole variety of ways and see this as an essential part of working together. They understand that it is an important process in making decisions that are fair. Children believe in freedom and equality between people.</p>	<p>The establishment of Reading Ambassadors each year, models the democratic process, with children recording their pledges for being a good ambassador for reading. Children understand and respect the majority decision.</p> <p>Children use voting to help with decision making. Children's ability to work collaboratively in pairs and groups, taking in to account the views of all parties. Voting for class rewards/class monitors. School Council Representatives/meetings. Pupil Voice.</p> <p>Eco warriors – caring for the environment EYFS – Listen to our friends and know we can all have different ideas. Early Years Helpers</p>	<p>Children understand about turn taking and respecting the views of others They understand the importance of representing their class and/or representing the school as a whole. School Council, impacting on decision making.</p>
<p>Rule of Law</p> 	<p>The children at Dovecote understand the importance of rules in order to keep themselves and others safe. Children understand that citizens and people who decide the laws are equally acceptable to abide by the laws.</p>	<p>School and class rules. Learning walks/drop-ins. Discussions with children and staff. Participating in Primary Parliament. Jigsaw planning and work. Assemblies linked directly to British Values and school values.</p>	<p>Children are able to articulate how and why we need to behave in school. They are able to talk about people that help them and the wider importance of rules in society. Children understand that we follow the law of the country.</p>



	<p>They know that laws are for everyone and that the police are there to uphold the law and to help us to stay safe.</p>	<p>EYFS – Learn and understand the rules we have in school to keep us safe. KS1 – Think and talk about laws that keep us safe. KS2 – Understand consequences of not following rules in groups and individual activities e.g. on visits, residential, through online safety sessions etc Y6 Crime and punishment day at Galleries of Justice visit. KS2 Assembly and workshop - UK Parliament Outreach Education team. Role play activities.</p>	<p>Awareness the role of MPs, the House of Lords and law-making and the role of the government/Prime Minister.</p>
<p>Individual Liberty</p> 	<p>Our Jigsaw/PSHE work begins with discussions about self-awareness, self-respect and self-worth in relation to the individual so that children see that they are important in their own right. All children are encouraged to develop independence in their learning and to think for themselves. Children understand that everyone has a right to liberty. We understand everyone is free to believe what they choose.</p>	<p>Discussions with children. Learning Walks for school ethos and values. Jigsaw planning and work. Whole school assemblies. The Dovecote Promise. EYFS – in circle time, listen to our friends and celebrate our differences. Make jewellery and sell it to the nursery children (host a shop). KS1 – Learn and develop respect, not only towards other people but to animals and our environment, and the importance of fair trade and respect of growers. KS2 – Take an active role in Anti-bullying Week. Children to know what behaviours constitute bullying and how to deal with such behaviours and the impact it can have on mental health and well-being.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and actions. Children are confident in talking about choices they make and how these may be different to those of others. They understand the impact of their behaviours and choices.</p>
<p>Mutual Respect</p> 	<p>Respect is a fundamental school value which underpins all relationships and actions. It is discussed at all levels, starting with self-respect and covering respect for each-other, our families and other groups; the world and its people; and the environment</p>	<p>Discussions with children. Learning Walks for behaviour. Pupil voices/questionnaires. Jigsaw planning and work. Celebration days/workshops. Celebrating Chinese New Year and Diwali. Diversity Day</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. The proper regard for individual's dignity, which is reciprocated. Their positive behaviour demonstrates their good understanding of respect in action.</p>



		<p>Learning Spanish and words from other home languages. Visits/visitors. Whole school assemblies. Reading books/stories promoting diversity and respect. KS1 – Take an active role in Anti-bullying week and look closely at the qualities that make a good friend. KS2 – Express own opinions with reasons. Y6 Residential – Drum Hill Scout Camp EYFS – Play with friend and taking turns</p>	
<p>Tolerance (acceptance) for different Faiths & Beliefs</p> 	<p>Dovecote Primary is situated in an area that is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with children. Assemblies are regularly planned to address the issues, directly through the inclusion of stories and celebrations from a variety of faiths and cultures.</p> <p>Our Religious Education and PSHE curriculum provides opportunity to explore different Faiths and religions, promotes diversity, enabling children to reflect and discuss their own beliefs.</p>	<p>Assemblies linked to a variety of faiths and religions. Books/class novels based on diversity. Children visit different places of worship that are important to different faiths. Parents, families, staff and members of the community who have different faiths or religions are encouraged to share their knowledge to enhance learning within classes and school. Food tasting linked to different cultures. Curriculum, that identifies significant people from different cultures. Parent’s visit to talk about their culture and EID. Diwali assembly and where children share their culture. Regular workshops and assemblies based on Christianity, led by Reverent Lydia and Penny from St Mary’s Church. Y6 The Windrush Generation workshop</p>	<p>Children can talk about different faiths and cultures; they ask insightful questions in order to increase their own understanding and they show tolerance (acceptance) and respect for the beliefs of others even though these many not be the same as their own beliefs. Incidents of discrimination/ intolerance are rare and are always challenged.</p>