



St James & Emmanuel Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

Didsbury CE Primary School

Our Vision

(Rooted in Mark 4 30-32)

Our Christian school exists to provide a **welcoming** environment in which everybody is **cherished** and **challenged** to fulfil their **potential**

The three values we embrace:

Belonging, Believing, Becoming

Teaching Statement

Didsbury CE Primary School Teaching Statement

The school expects all teaching to support and develop through practice the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is expected to support and help develop the impact made by the climate and ethos of the school and do all it can to facilitate this.

This should be demonstrated through and included in the teaching of a broad and balanced curriculum and the development and support of extra-curricular activities including after school activities.

Teachers are required to plan effective lessons covering the curriculum of the school. They should help develop and review schemes of work in line with the policy and practice of the school. Each teacher is required to take leadership for at least on area of the curriculum or cross curricula area of study.

Curriculum

Teaching should enable pupils to do the following:

- To acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- To foster pupil's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- To have lessons well planned with effective teaching methods, activities and management of class time.

To achieve these, the teacher should show the following;

- have a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- demonstrate good knowledge and understanding of the subject matter being taught, utilise effectively good quality classroom resources
- undertake regular and thorough assessment of pupils with the information from that assessment used to plan teaching so that pupils can progress;
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.

Spiritual, Moral, Social and Cultural Development

Teachers must ensure pupils know about other faiths and ways of life, and have inclusive attitudes to people from other cultural backgrounds and beliefs.

They should ensure textbooks, banners or other material around the school demonstrate the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and does not discriminate against pupils contrary to Part 6 of the 2010 Act¹.

Teachers are required to teach the personal, social, health and economic education and to demonstrate and encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010, which came into effect in January 2015. The protected characteristics are as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Teaching should allow pupils to develop the following:

- ensure pupils grow and flourish, become confident individuals, and appreciate their own worth and that of others
 - ensure there is a range of quality opportunities provided to enable young people to develop their self-knowledge, self-esteem and self-confidence;
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- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;

There should be opportunity both within the classroom, in terms of teaching which encourages the following:

- participation,
- creativity,
- reflection
- independence;
- teamwork,
- leadership skills
- self-reliance,

Teachers should expect pupils to take the following responsibilities:

- responsibility for organising themselves and their possessions
- keeping their classroom tidy
- making choices and decisions and explaining their reasons
- being members of a team and discharging duties effectively e.g. as classroom monitors and collecting books and so on.
- being reliable and helpful to their peers.

Political and Controversial Issues

Teachers or other staff must not promote partisan political views in a way that is likely to exert undue influence on the views of young people. *(It does not mean that political themes which are covered in subjects such as history, geography, English, religious education or modern foreign languages cannot be discussed. It does not preclude the presentation of controversial political viewpoints to pupils).*

The teacher and other adults should ensure that views are not promoted which are inconsistent with the school policy on the spiritual, moral, social and cultural development of pupils.

Viewpoints derogatory of particular ethnic or faith groups, or which are actively in opposition to the fundamental British values should be challenged. *(Pupils should not be prevented from being exposed to political views or from discussing political issues in school, but they should not be actively encouraged by teachers or others to support particular political ideologies or viewpoints).*

Teachers must ensure that where pupils are exposed to political views, they are also made aware of opposing views, so that they hear other points of view and can make up their own minds.

Teachers need to ensure that speakers invited to address pupils must be informed that they are required to give a balanced and unbiased presentation related to the curriculum theme of which the talk forms part.

Teachers must be alert for any promotional material of a politically partisan nature which could be distributed to pupils or available on the school premises and take steps to inform the head teacher.

Health, Safety and Risk Assessment.

Teachers must be proactive in ensuring their own safety and that of their pupils. They must make themselves familiar with the school policies on Health and Safety.

Risk assessments should be made in respect of subject areas and classroom activities. When planning the teacher should mitigate and identifiable risks.

Children should be taught safe practice and the safe handling of equipment relative to their age and experience.

When planning an educational visit or trip teachers must consider the risks to pupils' health and safety and carefully consider them, bearing in mind the age of the pupils, including any special needs they may have, and the nature of the activity.

Clear information for parents must be provided about the trip. There must be sufficient adults accompanying the trip to ensure that the pupils are appropriately supervised and that help could be summoned in an emergency

without leaving pupils at risk. Accompanying adults need to be properly briefed. Arrangements should in place in the event of an emergency.

Child protection and safeguarding policy and procedures

The school has a written child protection and safeguarding policy and procedures which are in accordance with locally agreed inter-agency procedures. The policy will help staff to recognise and be alert to signs of abuse, and advise them what to do if they have concerns about a child's welfare. All staff are required to be familiar with the content of the policy

It explains how any instances of suspected child abuse are dealt with by the school.

It explains the procedures for dealing with allegations of abuse made against members of staff or volunteers, including an allegation against the head teacher.

There are clear procedures for making a referral or notification and for the keeping of records. A review of the school's safeguarding policies and procedures is undertaken annually.

Overall, the school must establish a climate in which the safeguarding and welfare of the children in its care is of prime importance. Children should feel safe at school. They should know that there is a responsible adult to whom they can turn in the event of encountering problems this is often their class teacher in the first instance.

Headteacher

Governors

Simon Ball

Paul Good

Dated: November 2019

Review: November 2022