

FUNDAMENTAL BRITISH VALUES

Tolerance of those with different faiths and beliefs:

British law protects freedom to choose and hold other faiths and beliefs and this should never be the cause of prejudice or intolerance from others. Learning about different ways of life requires openness. Rather than just aiming for tolerance, lessons in school can help pupils to value and celebrate diversity.

Mutual respect

Schools can help to engender positive attitudes towards diversity. It can allow pupils to explore what happens when people are not treated respectfully due to their faith or beliefs. RE, for example, is not a subject where everyone needs to agree at all times, but disagreement should take place in a respectful environment.

Democracy

In many subjects at school pupils are often encouraged to state and justify opinions, carefully thinking through issues for themselves – all pupils have an equal right to be heard. Primary pupils may well be thinking about the importance of fairness in RE, PSHE or history lessons. School Council and class council sessions are a perfect example of democracy in action in school.

The rule of law

All schools have rules and laws which children and parents 'sign up to'. Rules and laws from different communities are often a focus of RE lessons (e.g. The Ten Commandments), but will also come into PSHE lessons, when looking at people who help us such as the police. Pupils may focus on how these rules would affect their own lives and lives of believers. Comparisons can be made between religious and moral rules and state ones, with pupils thinking about what happens when the two collide.

Individual liberty

School should give time to children to consider questions about identity and belonging. They may think about the way they are themselves and free, but also think about constraints and responsibilities placed on all of us by our cultures, faiths and beliefs. Pupils may look at how people may choose to practice faiths in different ways, focusing on diversity within cultures, countries and religions.

BRITISH VALUES

Theme: Tolerance of those with different faiths and beliefs

FOUNDATION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Understanding the world:</p> <p><u>Objective 1</u> People & communities. Know that other children don't always enjoy the same things and are sensitive to this.</p> <p><u>Objective 2</u> Know about similarities and differences between themselves and others, families, communities and tradition.</p> <p>World faiths</p> <p>RE: I'm special</p>	<p>RE: Judaism (Sukkot)</p> <p>Islam / Sikhism (Birth rites)</p>	<p>RE: Sacred books (Islam, Judaism, Sikhism, The Bible)</p> <p>Islam : The mosque Christianity: church</p> <p>Jesus: Friend to everyone</p> <p>PSHE: Being together / respecting differences</p>	<p>Rules for living</p> <p>Judaism</p> <p>Harvest Sukkot</p>	<p>PSHE: Same and different</p> <p>Faith Trail</p> <p>PSHE: What makes us British?</p> <p>PSHE: Class charity</p> <p>UNCLE</p> <p>RE: How other faiths pray?</p> <p>Hanukkah Shabbat</p>	<p>Islam: Koran, respect</p> <p>Judaism: Torah, food laws all different</p> <p>PSHE: Bullying – Why? Healthy relationships Healthy debate – How to cope with disagreements.</p>	<p>Islam/Judaism Hinduism PHSE Stereotypes Early Islamic Civilisation Class charity</p>
<p>WHOLE SCHOOL</p> <p>Worship</p> <ul style="list-style-type: none"> • Specific worship for example, Eid • How we have common values 						

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Theme: Mutual Respect

FOUNDATION	Y1	Y2	Y3	Y4	Y5	Y6
<p>PSED: Managing feelings and behaviour: 1) Work as part of a team or group. 2) Show sensitivity to others' needs and feelings.</p> <p>UTW: People and communities 1) Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>RE: I'm special (recognising their own differences and individuality)</p> <p>RE: World faiths</p>	<p>Guide Dogs Charity, respecting diversity</p> <p>PSHE: Friendships and respecting other children's choices.</p>	<p>Jesus: Friend to everyone</p> <p>The Church: respect other people's things and places.</p> <p>PSHE: Being together / respecting differences</p> <p>PSHE: My Body</p>	<p>RE: Rules for living</p> <p>PSHE: Solving a problem</p> <p>Class charity: Urban outreach</p> <p>Litter picking</p>	<p>Faith Trail</p> <p>PSHE: Rights of children</p> <p>What makes us British?</p> <p>Same and different</p> <p>Little Lever: Children love Little Lever.</p>	<p>PSHE: Healthy relationships / hate crime / internet safety</p> <p>Class charity: Barnados</p> <p>Fairtrade topic</p>	<p>Islam, Hinduism, Judaism</p> <p>PHSE stereotypes</p> <p>What the papers show.</p> <p>RE Life as a journey</p>
<p>WHOLE SCHOOL</p> <p>LLCLL</p> <p>1) Working together for the good of the community. Every interaction between adults and adults and children demonstrates this. 2) Feedback shows that office staff go above and beyond in helping anyone with an issue. 3) Every family is equally valued. Children are treated respectfully by adults for example manners and opening doors.</p> <p>LENT: 40 acts of generosity</p> <p>Fairtrade Fortnight: equality and justice</p>						

BRITISH VALUES

Theme: Democracy

FOUNDATION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Voting for rewards, books to share</p> <p>PSED: self-confidence and self-awareness 1) Children are confident to talk about their ideas.</p>	<p>Votes in class: 100 square treat</p> <p>English: speaking & listening, justifying reasons for choices</p>	<p>PSHE: Point of view, opinions & discussions</p> <p>Deciding class rules</p> <p>Class council meetings and elections</p> <p>Class reward</p>	<p>English: spoken language</p> <p>Class reward</p> <p>Class council</p> <p>Ancient Egypt</p> <p>WW2: Women</p>	<p>School Council elections</p> <p>2017: Talked a lot about general election (who could vote, who couldn't and why?)</p>		<p>PHSE: What the papers say. Role models: What the papers show. Vote for school council and school issues inc school council meetings. Vote for class reward Speaking and listening debates.</p>
<p>WHOLE SCHOOL</p> <p>1) Children vote for school councillors. They feedback into class and ask children for ideas. 2) Pupil questionnaire – to give children feedback on what is decided. 3) Worship – cover monarchy.</p> <p>School council elections (Y2-Y6) Class rewards</p>						

BRITISH VALUES

Theme: The Rule of Law

FOUNDATION	Y1	Y2	Y3	Y4	Y5	Y6
Class rules People and Communities 1) People who help us (police)	School / class rules Safety rules PSHE Bonfire Special people	Choosing class rules	PSHE: It's the law RE :Rules for living RE: Called by God PSHE: My actions Class rules	Little Lever: Children love Little Lever Discuss / negotiate class rules PSHE: What's it like to be British? Focus on justice.	School rules Bikeability: importance of rules Internet safety	PHSE: It's the law Class rules School rules
<p>WHOLE SCHOOL</p> <p>Class and whole school rules consistently applied.</p> <p>Rewards and consequences clear and appropriate.</p> <p>All adults and children work to make school a great place to be and we use rules to help us.</p> <p>Worship theme: rules / values / laws</p>						

BRITISH VALUES

Theme: Individual Liberty

FOUNDATION	Y1	Y2	Y3	Y4	Y5	Y6
UTW: People and communities I'm special unit (family, identity) Class charity Children In Need Red Nose Day	PSHE: Who am I? Why am I special? Cultures: Brazil topic All about me topic: families	PSHE: Being responsible PSHE: Point of view PSHE: Caring for our world	PSHE: My feelings. How do I feel? RE: Called by God Class Charity: Urban outreach	Little Lever: Children love Little Lever PSHE: Same and different PSHE: What does it mean to be British? Focus on justice.	RE: David; questions of identity / name School rules / law Debt Awareness: How to look after money.	Evolution and inheritance RE: Life as a journey What matters most? PHSE
<p>WHOLE SCHOOL</p> <p>School ethos: Built on all adults and children having individual liberty but understanding consequences (eg detention)</p> <p>Worship: Recognising places in the world when children have liberty restricted.</p> <p>Individual choice: Some elements of individual choice (hairstyles / earrings)</p>						