

BRITISH VALUES IN OUR CURRICULUM

	DEMOCRACY	RULE OF LAW	TOLERANCE	MUTUAL RESPECT	INDIVIDUAL LIBERTY
ENGLISH	- Persuasive writing is taught and modelled to show how we can enact positive change in school, the community and the world. - For example, in Y6 pupils write a persuasive letter to Nestle to persuade them to stop using palm oil in their products. - Oracy and debate are practised in lessons to develop speaking and listening skills. - Structured discussions, debates and drama activities teach pupils to listen respectfully, take turns and respond to others' ideas.	- High quality texts are chosen to explore the rule of law, for example in Y5, who read <i>Holes</i>, by Louis Sachar, which explores an unfair justice system. - Discussions of moral issues raised by storybooks in lessons to understand the difference between right and wrong. For example in Y6, pupils explore <i>Pig Heart Boy</i>	- Pupils read and study a wide range of texts that reflect different cultures, faiths, families and life experiences. - We support pupils in understanding different perspectives, by exploring characters' feelings, motivations and viewpoints. This helps pupils appreciate that people think and feel differently, in turn nurturing empathy and encourages respect for diversity. For example, in Y5 through studying the book <i>Wonder</i>	- Respectful Discussion and Debate is encouraged throughout the English curriculum. Pupils are taught how to agree or disagree politely, using respectful language when sharing opinions about texts, characters or ideas. For example, in Y6 pupils debate as to whether Britain should have participated in WW1. - Our English curriculum is designed to support pupils in understanding different perspectives. Exploring characters' feelings, motivations and viewpoints helps pupils appreciate that people think and feel differently. This nurtures empathy and encourages respect for diversity.	- Through speaking and listening activities, pupils are encouraged to share opinions, ideas and experiences, learning that their views are valued. - Children are taught that they can express themselves while respecting the rights and freedoms of others. - Pupils read high-quality texts which explore individual liberty. For example in Y6, pupils explore <i>Pig Heart Boy</i> and <i>Cameron's individual choice over his body</i>. - Pupils are encouraged to follow their own interests when choosing reading books and/or a library book
MATHS	- Pupils are involved in making decisions about their learning, - For example, pupils in maths lessons choose which chilli challenge they want to work on or selecting group tasks.	- Maths lessons reinforce the idea that rules and structures exist for a reason—for example, the rules of number operations, measurements, or shapes. - Pupils learn that following procedures ensures accurate results, demonstrating that rules are important for fairness and consistency.	- Pupils are encouraged to choose how to approach problems and explore multiple methods independently. - They are empowered to express their reasoning and justify their answers, fostering confidence in making decisions and thinking for themselves.	- Working collaboratively on maths problems develops respectful communication, as pupils listen to others' methods, explain their own ideas politely, and support each other. - Peer discussions and group problem-solving promote valuing different perspectives and teamwork.	- Pupils learn to accept different ways of solving problems, recognising that others may have valid approaches or make different mistakes. - When exploring real-world contexts, maths can incorporate diverse examples, helping pupils appreciate cultural, societal, or individual differences.

SCIENCE	- Children will work together to decide roles during investigations. - Children will understand the importance of learning from others. - Feedback and sharing conclusions.	- Safety in Science (e.g., Electrical Safety, Safety in Experiments): Emphasising the importance of safety rules and guidelines in scientific experiments helps students understand the significance of laws and regulations in ensuring safety and order. - Environmental Responsibility (e.g., Taking Care of the Earth, Air Pollution, Climate Change): Studying environmental issues and the impact of human activities on the planet highlights the role of laws and regulations in promoting sustainable practices and protecting the environment.	- Working in teams, sharing ideas, and valuing others' contributions. - Studying scientists from different cultures and faiths, appreciating diverse perspectives. - For example, Y4 look at Nikola Tesla during their electricity unit - Understanding that different beliefs (religious/cultural) exist alongside scientific understanding. - Pupils also explore the relationship between scientific theories, such as evolution, and different religious beliefs with an attitude of respect.	- We actively promote a respect for the viewpoints of others and cultural beliefs. For example, teaching Evolution and Inheritance in Y6 and being respectful that others' religious beliefs will not reflect this way of thinking - Collaborative investigations and group discussions in Science require pupils to listen to and value the ideas of others, share equipment responsibly, and give constructive feedback. - Pupils learn that respecting different approaches and contributions leads to better scientific understanding. - For example, each Science unit focuses on a key scientist. By studying the contributions of various scientists from different backgrounds, we promote mutual respect and appreciation for the diverse contributions to the field of science.	- Pupils are encouraged to make independent predictions, design investigations, and explore ideas creatively. - They are supported to express their own observations, hypotheses, and interpretations, fostering confidence in thinking and acting for themselves. - Making choices about their own investigations and how to present findings.
HISTORY	- By the end of KS2, pupils will understand that society in Britain has not always been democratic and has been organised in a variety of ways throughout history. They will explore the changing roles of the Monarchy and Parliament. - Pupils will also learn that democracy is not the only form of government. - For example in Year 3, they study Ancient Greek democracy, exploring its origins and how citizens participated in decision-making. - In Year 6, they examine the dissolution of the monasteries, understanding how religious and political power shaped society.	- Learning about historical laws and how they've changed, understanding everyone is subject to the law, and exploring the consequences of lawlessness. - For example in KS1, where pupils learn about Florence Nightingale influencing public health regulations.	- Tolerance is encouraged in the classroom as the children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, the children will consider the effects of religion on their lives and the impact on society. - For example, the whole school celebrating Black History month - For example, Y6 look at Holocaust Memorial Day and explore the treatment of Jewish people in WW2.	- For example, world history is studied throughout the school, where pupils compare different societies, such as the Ancient Egyptians, Greeks, and Vikings - For example, in Y6 pupils study Tudor Britain and understand the religious tensions, learning to respect differing beliefs.	- For example, in Y3, where children explore child labour reforms and education rights. - For example, in Y3 where in the Ancient Greece topic, pupils learn about citizens' participation in Ancient Greek democracy, which shows early examples of people exercising personal choice in government.

• Discussing local community issues, understanding pupil voice through school councils, and learning about governance in different countries. • The development of an Eco-School	• Learning about laws that keep communities safe (like in the emergency services) and comparing local rules with those in other societies, teaching safety and responsibility.	• Children consider questions regarding how different cultures live and work throughout the world. • Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them.	• Studying the human and physical geography of different regions and countries promotes mutual respect and appreciation for the diversity of cultures and ways of life. • Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions and share these on with the expectation that these must be listened to. • For example, in Year 5 pupils discuss what it means to be British and learn how to question and challenge stereotypes, respecting others opinions as part of their 'no place like home' topic	• We encourage pupils to believe their actions can impact their own community. • Moving beyond the classroom, several of our geography units require pupils to think about how they can live responsibly. • Through debate and discussion pupils learn how to voice their opinion in a safe and supportive environment. • The children compare similarities and differences between their lives and those of others around the world. • We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.
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RE	By the end of key stage 2, all pupils will have learnt how members of all types of religious denomination have equal rights within a democratic society. They will see this in action by learning about how every member of the school community, no matter what religious background, faith or belief, has a democratic right to be listened to and participate in classroom and school life.	- Teaching such as Lent, Eid and the Sabbath across various year groups emphasise the importance of religious laws and practices, helping students understand the significance of rules and boundaries in religious contexts. - For example, the whole school have opportunities to explore religious laws or codes (e.g., the Ten Commandments, Five Pillars of Islam and the Five KS in Sikhism) - For example, Y6 pupils study the Sermon on the Mount and link it to living responsibly within a society	- Challenging stereotypes and promoting positive relationships through understanding different beliefs. - Celebrating diversity and recognizing common human experiences across faiths. - For example, all pupils study stories of acceptance and inclusion [e.g. the Good Samaritan]	- For example, across the schools pupils explore major religious festivals such as Diwali, Ramadan, Easter, Hanukkah, and Vaisakhi, comparing traditions and practices. - For example, in Nursery, pupils experience the colour throwing associated with the Hindu festival of Holi	- For example, Y6 pupils learn about atheism and agnostic and understand it is individual choice - For example, all pupils study stories where individuals make courageous choices [e.g Daniel and the Lion's den] - Pupils learn about fasting during Ramadan, and discuss how following laws and rules, while making conscious personal choices, reflects the balance between liberty and responsibility. - For example, in KS1 pupils learn about why it matters if we care about the world and others. - The Understanding Christianity unit of 'Creation' explores themes of personal growth and spiritual development, supporting the value of individual liberty. - Debating the concept of 'good' and 'bad' actions from different religious perspectives
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By the end of KS2, pupils will learn how the principle of democracy applies to them at a personal level, through their friendships, membership of groups and clubs, and their involvement in school life. They will learn about power relationships within friendship groups and the importance of compromise. Pupils will also learn how their membership of different groups can involve democratic forms of decision-making and how this isn't always possible or desirable (for example, the role and scope of decision making by the school council).	- By the end of key stage 2, pupils will have learnt about some of the laws that provide them with rights and responsibilities in modern Britain. They will learn what is acceptable within relationships and how societal norms (etiquette, politeness and consideration of others) can be enforced by rules at clubs, schools and home as well as how some behaviours are outlined by the laws of the nation. They will engage in discussions and debates following class rules and will be shown, through school and class rules, how rules are based on key principles for protecting individuals from harm. - In our PSHE matters scheme, the unit 'diversity and difference' helps pupils understand that there are laws about discrimination so that we can live in a fair society. - For example, in Y5/6, pupils explore how law protects our rights and how to respond respectfully if something is not within the law.	- In our PSHE matters scheme, pupils study the unit of 'difference and diversity' which has a focus on respect and kindness within our diverse world - In our PSHE matters scheme, pupils explain why it is important to respect and celebrate the differences and similarities between people.	- In our PSHE matters scheme, pupils study the unit of 'relationships' which has a focus on respect - In our PSHE matters scheme, there is a unit on 'bullying matters' where pupils will explicitly learn about bullying, including why it is an unacceptable way to behave, how to spot it and what to do about it.	- By the end of key stage 2, pupils will learn about the importance of personal choice and the consequences that follow from individual decisions. They explore this concept in reference to school, personal health, family relationships, friendships and interactions with their peers. They will learn how to make informed choices and how important it is to consider factors such as stereotyping, bias, advertising and peer pressure when deciding how to act. - In our PSHE Matters scheme, individual liberty is focused on in every unit, promoting the freedom to make your own choices, act, and express yourself
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DT	- Children vote on design choices in group projects. <i>For example in KS1 where pupils vote on castle designs.</i> - Discussing and incorporating the needs and opinions of others when designing for a specific user. - Children understand that it is not always possible or right to have their own way and understand the value of compromise.	- Understanding and adhering to safety rules when using tools (scissors, glue, etc.). - Following instructions and procedures for making a product effectively. - Safety in DT (e.g., using tools safely, understanding the properties and functionality of materials): Emphasizing the importance of safety rules and guidelines in DT helps students understand the significance of laws and regulations in ensuring safety and order.	- Listening to, valuing, and considering different ideas and perspectives from peers. - Learning about diverse cultures through food, textiles, or designs from different countries, appreciating varied approaches. - Children accept that others ideas may not be the same as their own. - Children understand that many great design ideas originate from other cultures. - When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.	Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.	- Freedom to choose materials, colours, and decorative elements in their own designs. - Developing personal skills, resilience, and confidence in their creative choices. - We provide opportunities for students to express themselves through various design and technology projects supporting the value of individual liberty, allowing them to explore their creativity and personal interests. <i>For example, in Y6 where pupils design and make a bag in their 1960s topic.</i>
ART	By valuing each child's contribution, Art supports the school's vision of <i>"Let your light shine"</i>, empowering pupils to confidently share ideas while respecting the views of others.	When using any equipment and materials in art the children are always aware of the classroom rules as well as the consequences of not following them.	<i>For example, across the school pupils study art from different countries and traditions (e.g., Islamic geometric patterns, and Mexican Day of the Dead imagery in year 6)</i> <i>Artists are chosen to promote diversity. For example, Year 6 study Frida Kahlo, KS1 study Andy Warhol, Year 5 study Jeff Koons and Van Gogh.</i>	Children can admire another child's work by providing positive feedback on their peers' work. Ideas and technique are often shared amongst the children. It is also discussed that art is a subject that can be viewed differently by each individual.	- In art, the children are able to express their individuality and creativity through the use of a range of materials. We give the children regular opportunities to make their own decisions and choices in their projects. Whilst making own choices, the children also know that there are boundaries and which must be respected. <i>Pupils have opportunities to produce self-portraits, for example in Y3.</i>
MUSIC	- Children may vote to verify which piece of music they wish to listen to, or which song pupils wish to perform in lessons, assemblies or concerts. <i>For example, in Y6 pupils taking part in rock band are able to choose from 4 instruments which they want to play</i> - Children may vote to demonstrate how they feel about a particular piece of music. <i>For example, in Year 6 pupils listen vote on their favourite Beatles song.</i>	Following rules for instrument care, listening attentively when others perform, and taking turns builds respect for structure and shared expectations. <i>For example, in Y4 pupils have clarinets and must follow instrument care rules carefully</i>	Pupils are exposed to a wide range of music from different cultures to promote tolerance and respect	- Pupils listen to and learn about the music of various other cultures and faiths and how music is used in them. - Our Music lessons and Singing practice provide opportunities for children to demonstrate how people can be brought together by music.	- Lessons provide opportunities for pupils to express themselves freely, forming opinions about music they will listen to, in composition and performing tasks. - Children have the opportunity to form their own opinions about the music that they listen to. - Pupils develop their confidence during music, particularly with singing. <i>For example, KS2 pupils in the school choir</i>

PE	• Collaborative Learning: Activities such as team sports and group exercises encourage students to work together, fostering democratic principles such as collaboration and collective decision-making. • Class Discussions: Discussing tactics, strategies, and feedback during PE lessons promotes democratic participation and the sharing of diverse opinions.	• Understanding Rules: Learning the rules of various sports and games emphasizes the importance of laws and guidelines in ensuring fair play and order. • Sportsmanship: Teaching students about sportsmanship, etiquette, and fair play helps them understand the consequences of their actions and the importance of following rules.	• Cultural Awareness: Understanding that sports and physical activities can be enjoyed by people from diverse backgrounds encourages appreciation and tolerance of different practices and beliefs. • For example, each KS1, LKS2 and UKS2 focus on a different sportsperson each unit. These sportspeople are people from diverse backgrounds, encouraging tolerance. • Global Perspectives: Recognizing the importance of physical education in different cultures and societies fosters tolerance of different perspectives and traditions.	• Respectful Interaction: Learning to respect teammates, opponents, and officials during games fosters a supportive and respectful learning environment. • Diverse Abilities: Teaching students to respect different abilities and contributions in PE promotes mutual respect and appreciation for diversity.	• Personal Growth: Encouraging students to set personal goals and work towards achieving them in PE supports individual liberty by promoting personal growth and self-discipline. • Empowerment: Allowing students to choose activities and take on leadership roles fosters empowerment and the pursuit of personal interests. For example, Y6 pupils are mini-leaders.
SPANISH	• Pupils are encouraged to share opinions, participate in discussions, and take turns in speaking activities. • Pair and group work allows pupils to listen to others' viewpoints, negotiate meaning, and make joint decisions (e.g. choosing questions to ask or topics to present). • Classroom activities such as voting on role-play scenarios, songs, or cultural topics reinforce the importance of having a voice.	• Pupils learn that languages have rules and structures, such as grammar, sentence order, and pronunciation patterns. • Following these rules helps pupils understand that systems support clear communication, mirroring the importance of rules in society.	• Pupils explore cultural traditions, festivals, and daily life in Spanish-speaking countries, helping them understand similarities and differences. • Learning about religious festivals (e.g. Christmas traditions, Día de los Muertos) supports understanding of beliefs beyond their own experience. • This promotes openness, curiosity, and acceptance, helping pupils become respectful global citizens.	• Pupils learn to listen carefully and respond politely when others speak Spanish, even if mistakes are made. • Respect is developed through recognising the effort involved in learning a new language and valuing others' attempts. • Exploring Spanish-speaking cultures encourages appreciation of different customs, traditions, and ways of life.	• Expressing opinions in Spanish (e.g., "Me gusta..."), choosing activities, understanding personal choices within a community. • Children will explore their own individual liberty by considering themselves as global citizens. They will begin to explore possibilities for travelling to, or even working in, other parts of the world when they are older. • Children learn that people are free to communicate in different languages and maintain their cultural identities.