



Promoting British Values through the Curriculum

English

Many books will have themes covering tolerance, mutual respect and democracy and lessons could look at how these themes are presented and how characters embody these values. Poetry, songs and stories from other cultures could also be examined. Lessons could explore the meaning of concepts such as liberty, democracy and tolerance.

PSHE

Pupils should be able to understand their personal rights and freedoms, and they should be advised on how to exercise these safely. Pupils should have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils. Topics such as anti-homophobia, equal rights and e-safety should be taught.

Religious Education

Lessons should reinforce messages of tolerance and respect for others. Children should have the opportunity to visit places of worship that are important to different faiths. Schools can actively promote diversity through celebrations of different faiths and cultures.

History and Geography

Pupils should analyse events in UK and world history where British values have been tested such as both World Wars. In Geography, pupils could look at how different cultures live and work throughout the world.

In some subjects such as Maths and Science it is more difficult – although not impossible - to demonstrate British values. It is better to take a holistic approach wherever possible when teaching British values rather than concentrating on individual subjects. Essentially values are difficult to teach but need to be lived through the school's ethos and values. In addition worship is a good vehicle to present British values that stem from our Christian values.

Key Objectives

1. To identify with different people and their cultures
2. To respect the opinions and beliefs of others
3. To uphold the rule of law
4. To appreciate the importance of equality before the law
5. To cherish our individual liberty
6. To support the principle of freedom of expression
7. To begin to understand how a democratic political system operates
8. To understand and exercise the notion of fair play
9. To be committed to personal and social responsibilities
10. To develop a sense of community and togetherness
11. To be aware of significant personalities, events and turning points in history
12. To be aware of examples of British creativity and culture

| Objective | | Subject | Topic theme | Learning outcome |
|---|--|---------------------------------|---|---|
| 1.To identify with different people and their cultures | | Geography | Leopards R/Y1 Ourselves –Harvest – Christmas Panthers Y5 Indus Valley & India Jaguars Y4/Y5 Ancient Egypt | Gaining knowledge of Christian culture and beliefs |
| 2.To respect the opinions and beliefs of other s | | R.E. Geography | Lynx Y1/Y2 Celebrations Diwali, Christmas, Hannuka, Chinese New Year Panthers Y5 Indus valley and India | Children understand aspects of the beliefs of different religions. Learning about cities , religion, artefacts, every day life of this area. |
| 3.To uphold the rule of law | | Cross-curricular | Y6 Law & Order Literacy, PSHE on policing, crime & punishment, justice | Children have an understanding of justice system through literature, PSHE discussion and current affairs. |
| 4.To appreciate the importance of equality before the law | | PSHE& Citizenship | Y6 Law & Order Literacy, PSHE on policing, crime & punishment, justice | Understanding human rights. |
| 5.To cherish our individual liberty | | Cross-curricular History | Bobcats Rec. Entertainment – Days out to zoo, farm, beach, circus, funfair Ocelots Y3/4 Invasion | Children learn about range of leisure activities. Romans, Anglo-Saxons, Vikings. |
| 6.To support the principle of freedom of expression | | Art, History | Tigers Y2 Authors, Artists & Composers | Learning about a range of ways to express artistically. |

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| 7.To begin to understand how a democratic political system operates | | History, Literacy | Y6 Myths & Legends | Linking myths and legends to our systems that support modern day society |
| 8.To understand and exercise the notion of fair play | | History | Cougars Y3 World War II Sporting victories | Pointlessness of war and value of sporting endeavour. |
| 9.To be committed to personal and social responsibilities | | Cross-curricular | Bobcats Rec. Family Life, Food | Responsibilities of family life. |
| 10.To develop a sense of community and togetherness | | Cross-curricular Cross-curricular | Bobcats Rec. Animals Houses & Homes Leopards Rec/Y1 Summer | Learning about vets, RSPCA, Dog's Trust, animal habitats. Learning about different types of dwellings around the world. Holidays, transport, different climates |
| 11.To be aware of significant personalities, events and turning points in history | | History | Lynx Y1/2 Life of a Victorian child Tigers Y2 Famous for 5 minutes: Monarchs, explorers. Activists Jaguars 4/5 Ancient Egypt | Understanding our history – relating it to present day. Learning about a civilisation that had a lasting impact on other civilisations |
| 12.To be aware of examples of British creativity and culture | | History/Geography History | Ocelotss Y3/4 Robotics Cougars Y3 Royalty | Children learn about industry, manufacturing, inventors and inventions, ICT & telecommunications. The Royal Family, the Tudors, Castles |

