

# What do British Values look like in our school?

	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> <li>• Child initiated learning</li> <li>• Choosing resources</li> </ul>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> </ul>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> <li>• Vote for class reps for school council</li> </ul>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> <li>• Vote for class reps for school council</li> </ul>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> <li>• Vote for class reps for school council</li> </ul>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> <li>• Vote for class reps for school council</li> <li>• Guided reading material – e.g Suffragettes</li> </ul>	<ul style="list-style-type: none"> <li>• Vote to choose pebble pot treat</li> <li>• Vote for class reps for school council</li> <li>• Guided reading material</li> </ul>
<b>Rule of law</b>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>	<ul style="list-style-type: none"> <li>• Decide our class charters</li> </ul>
	<ul style="list-style-type: none"> <li>• Children decide on outcomes for appropriate and inappropriate behaviours. Sunshine/cloud chart.</li> </ul>						<p>History – The Victorians. The development of rights and rules.  RE – Family &amp; School rules.  World Religions have codes of conduct and rules for living in society to protect everyone.</p>
<b>Individual liberty</b>	<ul style="list-style-type: none"> <li>• Freedom to choose activities/resources</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to choose at different times in school e.g. lunches/games/ friends/ clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to choose at different times in school e.g. lunches/games/ friends/ clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to choose at different times in school e.g. lunches/games/ friends/ clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to choose at different times in school e.g. lunches/games/ friends/ clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to choose at different times in school e.g. lunches/games/ friends/ clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to choose at different times in school e.g. lunches/games/ friends/ clubs</li> <li>• RE: Freedom Unit – Civil rights and discrimination. Age. disability. health – leads into racism and slavery/slavery today.</li> <li>• Martin Luther King</li> <li>• Nelson Mandela</li> <li>• Children's rights</li> </ul>

<p><b>Mutual respect</b> (Also a core school value and underpins everything we do. Visited regularly in worship)</p>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> </ul>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> </ul>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> </ul>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> <li>• RE – Investigating how other cultures show respect</li> </ul>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> <li>• RE – Communities and belonging</li> <li>• Investigating how other cultures show respect</li> <li>• Residential visit</li> </ul>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> <li>• Residential Visits</li> <li>• Taking on roles and responsibilities in school – caring for others</li> </ul>	<p>Age appropriate</p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• Showing respect for the environment</li> <li>• Showing respect for others and ourselves</li> <li>• Residential Visits</li> <li>• Taking on roles and responsibilities in school – caring for others</li> <li>• RE – Personal Choices: how we can be the same family but make different choices</li> <li>• Compare selves with children in different countries and cultures.</li> </ul>
<p><b>Tolerance of those with different faiths and beliefs</b></p>	<ul style="list-style-type: none"> <li>• Learning to share</li> <li>• Learning that other people have ideas and thoughts too.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning that other people may have different thoughts and ideas to our own and that this is ok.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning that people have many similarities and differences</li> <li>• RE – finding out about Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing that people have many similarities and differences</li> <li>• RE – Knowing that different religions have different rules</li> <li>• Investigating how other cultures show respect</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that people have many similarities and differences which are to be celebrated</li> <li>• RE – Knowing that different religions have different rules</li> <li>• Recognising symbols from different religions and what they mean.</li> <li>• How these are used in worship</li> <li>• Creation – the beliefs of other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of cultures and rules for different religions. e.g. 5Ks of Sikhism</li> <li>• Celebrations – Party Planners. what would we choose and how would other religions celebrate? Investigate the similarities. understand and respect differences</li> </ul>	<p>RE</p> <ul style="list-style-type: none"> <li>• Family values</li> <li>• School values</li> <li>• Values of different faiths and beliefs</li> <li>• Link to 10 commandments</li> <li>• Compare how Sikhs show respect (one of pillars) to God with how we show respect as Christians. Concentrate on drawing out the similarities.</li> </ul> <p>RE/Science link</p> <ul style="list-style-type: none"> <li>• Creation v Evolution – diff beliefs</li> </ul>

Also:

School and British Values explored and addressed through whole school assemblies –

The School Council have also led assemblies for the whole school on safety, looking after our school grounds and the environment, as well as general respect.

In all year groups we compare countries and cultures, looking for similarities with ourselves as well as being excited by discovering differences and celebrating these.

We encourage our families from different cultures to share their celebrations, traditions and customs with us – e.g. Divali celebrations and Dutch birthday traditions – so we can join in.