



Promoting British Values

As a school we promote British Values through our whole school assemblies and school ethos. Below are examples of British Values that we promote in different year groups through every day classroom practice, topic work and class projects.

EYFS

How do we teach British values in EYFS?

We don't need to plan specific 'lessons' to teach children British values – they are included in everything we do. We teach the children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

So, for example, we might be teaching the children about Valentine's Day:

- Look at Valentine's Day cards in the local shops - British values = making links in the local community
- Design our own cards to give to family and friends - British values = valuing family
- Talk about how children across the world will be sending cards to their family and friends - teach children = we live in a multicultural and diverse world
- Let parents know that we are making cards and provide some resources so they can help their child learn more about hearts, flowers, colours etc. at home - EYFS = working with parents.

Or we might visit the school grounds and

- Look at flowers, trees etc. - British values = learn about the world in which we live and be proud of what we see around us
- Pick up litter after the picnic - British values = respect the natural world and teach children to respect the law, learn right from wrong and to have social responsibility
- After the picnic, visit the library for story time - British values = promote a sense of belonging in your local community

Or within our local community some children in our provision might be celebrating Diwali at home, so you plan some activities to involve all the children in, for example, making Diwali / Diva lamps. While making the lamps we are:

- Teaching children about light and dark – EYFS - understanding the world
- Talking about the importance of light in different religions e.g. candles at Christmas, St Lucia's Day (Sweden) and Hanukah (in the Jewish calendar) - British values = learning about our own and respecting other faiths and beliefs.





Or we plan a session to work through your behaviour goals with the children:

- Each child has their turn to talk about what they think is important – British values = each child has a voice and is listened to; they feel important and that their views will be included
- We talk to the children about appropriate behaviour – British values = learning about right and wrong
- A behaviour goals poster is produced and every child has contributed their ideas – British values = we live in a democracy

All the teaching we deliver is relevant to and respectful of the individual children's learning needs. Everyone is involved in making a big flower pictures after an outing and learn more about nature and the natural world (links to the EYFS Understanding the World – the world and Expressive Arts and Design – using media and materials).

Here are some examples of how British Values are embedded in our day-to-day curriculum:

- We teach children to be kind, helpful and respectful of others;
- We teach children to be part of their local community;
- We plan to celebrate festivals and mark special days from the world around us;
- We teach the children about compromise – that some of us believe one thing... some of us believe something totally different... but we can all play together in the same house (or group setting) and respect each other = British values – teaching about similarities and differences.
- We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goal;
- We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more;
- We teach children to listen and respect others...

Here are some ways in which we teach children about life in modern Britain:

- We teach children about the world around them and use the seasons, weather, special days etc. to plan meaningful learning experiences;
- We teach children about Britain, showing them the work of sculptors and artists to inspire creativity, listening to music to promote dance and drama (and listening skills of course).
- We extend teaching, using the library and online sources of information and support them as they learn to respect others by introducing music, dance, art etc. from around the world.





	Being Part of Britain	Democracy	Rules and Laws	Individual Liberty	Mutual respect and tolerance of those with different faiths and beliefs
<u>Year 1</u>	<p>Preparation and work towards the Remembrance Day service.</p> <p>Children celebrate Christian festivals e.g. Harvest, Christmas and Easter.</p> <p>Children will learn about the Royal family through history and why they are important to Britain.</p> <p>Children will develop an awareness of Historical figures in Britain and the legacies they have left behind.</p>	<p>School council elections and meetings</p> <p>Worship group elections and meetings</p> <p>Through circle time and the school council, children are taught that their voice matters.</p>	<p>Children are praised and rewarded for following the school rules in and outside of the classroom.</p> <p>E-safety 'rules' continue to be reinforced.</p> <p>Children understand the need and importance for rules within school.</p>	<p>Chn have independent learning time, in which they can choose their own activities.</p> <p>Children are encouraged to choose their own reading book to take home.</p>	<p>Children learn about what it means to be a church school.</p> <p>Children learn about the world around them and different cultures, faiths and beliefs.</p>





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<u>Year 2</u>	<p>Preparation and work towards the Remembrance Day service.</p> <p>Children celebrate Christian festivals e.g. Harvest, Christmas and Easter.</p> <p>Geography – The children learn about different areas of the UK and compare these to other places in the world.</p>	<p>Class council elections and meetings</p> <p>Worship group elections and meetings</p> <p>Fair responsibility in the classroom – tidying the classroom (taking responsibility), supporting each other.</p> <p>Democracy themed week with a focus on fairness.</p>	<p>Children create 'sunshine' and 'star' behaviour expectations, in line with school policy.</p> <p>Children are praised and rewarded for following the school rules in and outside of the classroom.</p> <p>Children attending after school clubs agree to a behaviour contract.</p> <p>E-safety 'rules' continue to be reinforced.</p>	<p>Lessons include an element of 'child choice' starting points.</p> <p>Children are encouraged to choose their own reading book to take home.</p> <p>Children are encouraged to challenge themselves during lessons.</p> <p>Children are educated to making the right choice regarding e-safety.</p>	<p>Children learn about what it means to be a church school.</p> <p>The Culture of India – looking at religious festivals and the culture through Topic and RE sessions.</p>





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<u>Year 3</u>	<p>Preparation and work towards the Remembrance Day service.</p> <p>Children celebrate Christian festivals e.g. Harvest, Christmas and Easter.</p> <p>Collective worship – Christian based on Church of England principles</p> <p>Geography – The children learn about different areas of the UK through themed topic sessions.</p>	<p>Class council elections and meetings</p> <p>Worship group elections and meetings</p> <p>Discussion – What is the Government? Who makes decisions in our country? - linked to above</p> <p>PSCE – Justice – treating each other fairly</p>	<p>Children create ‘sunshine’ and ‘star’ behaviour expectations, in line with school policy.</p> <p>Children are praised and rewarded for following the school rules in and outside of the classroom.</p> <p>Children attending after school clubs agree to a behaviour contract.</p> <p>E-safety ‘rules’ continue to be reinforced.</p> <p>School learning pledge linked to values</p>	<p>Children are encouraged to choose their own reading book to take home.</p> <p>Children are educated to making the right choice regarding e-safety.</p> <p>Circle time – freedom of speech – we need to respect others views and opinions</p> <p>Children choose their own lunch.</p>	<p>Children learn about what it means to be a church school.</p> <p>In RE sessions they learn about Judaism .</p> <p>Understanding Christianity material used to promote the importance of Christianity</p>





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<u>Year 4</u>	<p>Preparation and work towards the Remembrance Day service.</p> <p>Children celebrate Christian festivals e.g. Harvest, Christmas and Easter.</p> <p>Geography – The children learn about the local area through themed topic sessions.</p>	<p>Class council elections and meetings</p> <p>Worship group elections and meetings</p> <p>Literacy includes debating sessions whereby individual viewpoints are to be accepted.</p> <p>Through circle time and the school council, children are taught that their voice matters.</p> <p>Democracy will be explored through the investigation of the ancient Greeks – the creators of democracy.</p>	<p>Children create a set of class rules and behaviour expectations, in line with school policy.</p> <p>Children are praised and rewarded for following the school rules in and outside of the classroom.</p> <p>Children attending after school clubs agree to follow the relevant rules and behaviour expectations.</p> <p>E-safety ‘rules’ will be discussed and adhered to.</p>	<p>Lessons include an element of ‘child choice’</p> <p>Children are encouraged to choose their own reading book to take home.</p> <p>Children complete homework diaries to create ownership of upcoming activities they may require additional resources for e.g. PE.</p> <p>Children are educated to making the right choice regarding e-safety.</p>	<p>Children learn about what it means to be a church school.</p> <p>The Ancient Greeks – their beliefs and impact on the world and how it contrasts with British History.</p> <p>In RE sessions they learn about Islam.</p>





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<u>Year 5</u>	<p>Preparation and work towards the Remembrance Day service.</p> <p>Children celebrate Christian festivals e.g. Harvest, Christmas and Easter.</p> <p>Geography – The children learn about different areas of the UK through themed topic sessions.</p>	<p>Class council elections and meetings</p> <p>Worship group elections and meetings</p> <p>Literacy includes debating sessions whereby individual viewpoints are to be accepted.</p> <p>Democracy themed week with a focus on the UK Parliament and governance.</p>	<p>Children create ‘sunshine’ and ‘star’ behaviour expectations, in line with school policy.</p> <p>Children are praised and rewarded for following the school rules in and outside of the classroom.</p> <p>Children attending after school clubs agree to a behaviour contract.</p> <p>E-safety ‘rules’ continue to be reinforced.</p>	<p>Lessons include an element of ‘child choice’ starting points to</p> <p>Children are encouraged to choose their own reading book to take home.</p> <p>Children complete homework diaries to create ownership of upcoming activities they may require additional resources for e.g. PE.</p> <p>Children are educated to making the right choice regarding e-safety.</p>	<p>Children learn about what it means to be a church school.</p> <p>The Mayan Culture – their beliefs and impact on the world and how it contrasts with British History.</p> <p>In RE sessions they learn about Judaism and Islam.</p>





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<u>Year 6</u>	<p>Preparation and work towards the Remembrance Day service including writing/art work in curriculum time.</p> <p>Children celebrate Christian festivals e.g. Harvest, Christmas and Easter.</p> <p>Guided reading – children read articles from local & national newspapers & discuss current affairs.</p> <p>Geography – study of time zones/GMT. Comparison of Britain & South America. Rainforest deforestation & related ethical issues.</p> <p>History - British 'greatness' & icons from 1900 including pre- war Britain/Titanic era.</p>	<p>Class council elections and meetings</p> <p>Worship group elections and meetings</p> <p>Literacy – debates</p> <p>Political awareness comparison Britain with South American.</p>	<p>Children create 'sunshine' and 'star' behaviour expectations, in line with school policy.</p> <p>Children are praised and rewarded for following the school rules in and outside of the classroom.</p> <p>Children attending after school clubs agree to a behaviour contract.</p> <p>E-safety 'rules' continue to be reinforced.</p>	<p>Children are encouraged to choose their own reading book to take home.</p> <p>Children are educated to making the right choice regarding their personal safety, e-safety and health.</p>	<p>Children learn about what it means to be a church school.</p> <p>In RE sessions they learn about Christianity, Judaism and Islam.</p>



