

<i>British Value</i>	<i>DFE advice on how it should be taught in schools.</i>	<i>How this can be done in schools.</i>
<i>Fundamental British values of democracy</i>	<p>-to ensure that children grow up knowing how public institutions (eg Parliament, the police force, the Post Office) and services (eg healthcare, welfare services and education) operate.</p> <p>-Pupils should understand how public services have evolved -especially if their role is best understood in a historical context - and how they relate to the daily lives of pupils and their families.</p> <p>- An understanding as to how citizens can influence decision-making through the democratic process</p> <p>-An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy</p>	<p>Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy works in Britain, in contrast to other forms of government in other countries;</p> <ul style="list-style-type: none"> • Ensure that all pupils within the school have a voice that is listened to, for example by having democratic processes such as a school council whose members are voted for by the pupils; <p>Organise visits to local councils, Parliament and places of worship of other faiths, 8 and encourage contacts with those in political or local office;</p> <p>Use opportunities such as general or local elections to hold mock elections whereby pupils can learn how to argue and defend points of view;</p>
<i>The rule of law.</i>	<p>-We expect pupils to understand that while different people may legitimately hold different views as to what is 'right' and 'wrong', all people living in England are subject to the laws of the land.</p> <p>-The school's ethos, which schools should make parents aware of, should support the rule of law.</p> <p>-In teaching religious law, the relationship between state and religious law and the reasons for any differences can be explored.</p> <p>-Enable pupils to develop their own moral sense, and to understand the impact of their actions on other people.</p> <p>-An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;</p> <p>-An understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government</p>	<p>Organise visits to local councils, Parliament and places of worship of other faiths, 8 and encourage contacts with those in political or local office;</p>
<i>Individual liberty.</i>	<p>-An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.</p>	<ul style="list-style-type: none"> • Ensure that all pupils within the school have a voice that is listened to, for example by having democratic processes such as a school council whose members are voted for by the pupils;
<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	<p>-Schools should ensure that pupil interaction with the world outside the school has that wider focus.</p> <p>-Schools should develop pupils who know how to act responsibly, and who become more independent as they grow older while knowing the value and importance of making a positive impact on the lives of other people</p> <p>•-Some understanding of the problems of identifying and combatting discrimination (based on protected characteristics as listed in the Equality Act 2010).</p>	<p>Organise visits to local councils, Parliament and places of worship of other faiths, 8 and encourage contacts with those in political or local office;</p> <p>Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and beliefs such as atheism and humanism.</p>

How College Road's project learning key skills address teaching British Values. **Activities that occur in each class.*

Foundation			
Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<p>76. Takes steps to resolve conflicts (finds a compromise)</p> <p>131. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><i>Children choice their own projects/topics</i></p> <p><i>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</i></p>	<p>82. Understands that their actions affect other people and have consequences</p> <p>83. Beginning to be able to negotiate and solve problems without aggression</p> <p>84. To follow the class rules and to know why these are important (consequences)</p> <p>85. To know why it is important to share</p> <p>105. Talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>106. Talk about the features of their own environment and how other environments may vary.</p> <p>107. Make observations of animals and plants and show care and concern for living things in the environment.</p> <p><i>Establish class rules and familiarise the children with our school rules.</i></p> <p><i>Special Helpers to take on roles of responsibility in the classroom.</i></p> <p><i>Each class assembly will have some information about E-Safety to share with the families that come to watch.</i></p>	<p>12. Uses talk to organise, sequence and clarify thinking ideas, feelings and events</p> <p>75. Explains own knowledge and understanding and can ask appropriate questions</p> <p>78. To speak with confidence in a familiar group about own needs, wants, interests and opinions</p> <p>103. They know that other children don't always enjoy the same things.</p> <p>130. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>74. Initiates conversation and takes into account of what others say</p> <p>77. To take account of other people's ideas, needs and feelings forming positive relationships</p> <p>104. Talk about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>129. Plays alongside others children engaged in the same activity</p>
Year 1			
Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<p>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>-Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare</p>	<p>-To know how to stay safe when using ICT devices</p> <p>-To know how to stay safe when using ICT. To know not to give out your password to other users. To know to tell an adult if they have any concerns.</p> <p><i>Establish class rules.</i></p> <p><i>The children to follow our school rules.</i></p>	<p>-Express own views about a place, people, and environment.</p>	<p>-Recognise symbols used in featured religions and recall elements of stories as conveyed through forms of religious expression.</p> <p>-Use some religious words and phrases to recognise and name features of religious life and practice.</p> <p>-Recall religious stories and recognise symbols, and other verbal and visual forms of religious expression</p> <p>-Talk about their own experiences and feelings, what they find interesting or puzzling and what is</p>

<p>aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Brueghel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-Significant historical events, people and places in their own locality.</p> <p>Children choice their own projects/topics</p> <p>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</p> <p>Elect two of their peers to become school councillors.</p> <p>Take part in weekly class councils, where they can put forward ideas and opinions to their class councillors.</p>	<p>Special Helpers to take on roles of responsibility in the classroom.</p> <p>Each class assembly will have some information about E-Safety to share with the families that come to watch.</p>		<p>of value and concern to themselves and to others.</p>
--	---	--	--

Year 2

Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<p>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>-Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Breughel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-Describe memories of key events in lives</p> <p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>-Understand how people affect the local environment</p> <p>- Follow simple instructions to control risks to themselves and others</p> <p>-To know how to stay safe when using ICT. (5)</p> <p>Establish class rules.</p> <p>The children to follow our school rules.</p> <p>Special Helpers to take on roles of responsibility in the classroom.</p> <p>Each class assembly will have some information about E-Safety to share with the families that come to watch.</p>		<p>-Recognise selected features of religions.</p> <p>-Recognise symbols used in featured religions and recall elements of stories as conveyed through forms of religious expression.</p> <p>-Pupils use religious words and phrases to identify some features of religion and its importance for some people.</p> <p>-Begin to show awareness of similarities in religions.</p> <p>-Retell religious stories and suggest meanings for religious actions and symbols.</p> <p>-Identify how religion is expressed in different ways.</p>

<p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Children choice their own projects/topics</p> <p>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</p> <p>Elect two of their peers to become school councillors.</p> <p>Take part in weekly class councils, where they can put forward ideas and opinions to their class councillors.</p> <p>The school business group 'RMV' review planning and offer ideas and book visitors and trips. They also run social enterprise projects.</p>			
--	--	--	--

Year 3

Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Children choice their own projects/topics</p> <p>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</p> <p>Elect two of their peers to become school councillors.</p> <p>Take part in weekly class councils, where they can put forward ideas and opinions to their class councillors.</p> <p>Children apply for their classroom job.</p> <p>The school business group 'RMV' review planning and offer ideas and book visitors and trips. They also run social enterprise projects.</p>	<p>-Collaborate effectively to maintain participation & continuity in game play</p> <p>-To know how to stay safe when using ICT</p> <p>Establish class rules.</p> <p>The children to follow our school rules.</p> <p>Children take on classroom jobs which involve roles of responsibility in the classroom.</p> <p>Each class assembly will have some information about E-Safety to share with the families that come to watch.</p>	<p>-Understand the particular benefits of different physical activities for promoting health</p>	<p>-Listen attentively to spoken language and show understanding by joining in and responding</p> <p>-Appreciate stories, songs, poems and rhymes in the language</p> <p>-Demonstrate factual knowledge of selected features of religions.</p> <p>-Identify and give a possible meaning of message underlying an example of religious expression.</p> <p>-Identify aspects of own life, responding in the light of own experience.</p> <p>-Identify aspects of others' lives, suggesting reasons.</p> <p>-Pupils ask, and respond sensitively to questions about their own and others' experiences and feelings.</p> <p>-Recognise that some questions cause people to wonder and are difficult to answer.</p> <p>-Recognise own values and those of others.</p> <p>-Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.</p> <p>-Use specialist vocabulary in communicating their</p>

			<p>knowledge and understanding.</p> <ul style="list-style-type: none"> -Reflect on what it means to belong to a faith community, communicate their own and others' responses thoughtfully. -Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
Year 4			
Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<ul style="list-style-type: none"> -Britain's settlement by Anglo-Saxons and Scots -A local history study <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics - Land use patterns and understand how some of these features have changed over time. -About great artists, architects and designers in British history. <p>Children choice their own projects/topics</p> <p>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</p> <p>Elect two of their peers to become school councillors.</p> <p>Take part in weekly class councils, where they can put forward ideas and opinions to their class councillors.</p> <p>The school business group 'RMV' review planning and offer ideas and book visitors and trips. They also run social enterprise projects.</p>	<p>Establish class rules.</p> <p>The children to follow our school rules.</p> <p>Children take on classroom jobs which involve roles of responsibility in the classroom.</p> <p>Each class assembly will have some information about E-Safety to share with the families that come to watch.</p>	<ul style="list-style-type: none"> -Identify and explain different views of people, including themselves. 	<ul style="list-style-type: none"> -Identify and explain different views of people, including themselves BV -Describe the function of key features of religions in relation to religious practice. -Make simple links between a range of examples of religious expression and the religious beliefs/ideas, feelings which underlie them. -Comparing own ideas and others', making links. -Ask questions and suggest answers and implications in light of learning. -Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. -Make links between beliefs and sources, including religious stories and sacred texts. -Begin to identify the impact religion has on believers' lives. -Describe some forms of religious expression.

Year 5			
Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<p>-The Roman Empire and its impact on Britain</p> <p>-Study different aspects of life of different people eg. Differences between men/women adults/children</p> <p>-Examine causes and results of great events, impact on people</p> <p>-A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Human geography - Economic activity including trade links</p> <p>-About great artists, architects and designers in history.</p> <p>Children choice their own projects/topics</p> <p>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</p> <p>Elect two of their peers to become school councillors.</p> <p>Take part in weekly class councils, where they can put forward ideas and opinions to their class councillors.</p> <p>The school business group 'RMV' review planning and offer ideas and book visitors and trips. They also run social enterprise projects.</p>	<p>-Collaborate with others to meet challenges</p> <p>-Play competitive games, modified where appropriate- be able to apply basic principle suitable for attacking and defending</p> <p>-Collaborate effectively to maintain participation & continuity in game play</p> <p>-Can work effectively in pairs and small teams</p> <p>-To know how to stay safe when using ICT</p> <p>Establish class rules.</p> <p>The children to follow our school rules.</p> <p>Y 5 children to run and manage the Play shed in the playground, following set timetables and guiding other children with the equipment they can use.</p> <p>Y 5 children to take part in training to become peer mediators, that will work in the playground to help other children with any issues that may arise in their play.</p> <p>Each class assembly will have some information about E-Safety to share with the families that come to watch.</p>	<p>Sex Education</p>	<p>-Identify and compare selected features of religions and describe their significance to believers.</p> <p>-Express beliefs/ideas feelings using recognised styles of religious expression and describe the meaning of the symbolism used.</p> <p>-Expressing own reflections in light of learning.</p> <p>-Demonstrate critical awareness and respect for different views, feelings, values, commitments.</p> <p>-Use vocabulary to describe some key features of religions, recognising similarities and differences.</p> <p>-Make links between beliefs and sources, including religious stories and sacred texts.</p> <p>-Begin to identify the impact religion has on believers' lives.</p> <p>-Describe some forms of religious expression.</p>
Year 6			
Democracy and Pupil Voice	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with different faiths.
<p>-Name and locate counties</p> <p>-Human geography - Distribution of natural resources including energy, food, minerals and water</p>	<p>-To know how to stay safe when using ICT</p> <p>-Understand and be able to explain the rules to a game</p>	<p>-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sex Education</p>	<p>-Find out about beliefs, behaviour, characteristics of people, recognising that not everyone shares same views and feelings</p> <p>-Provide explanation of an event in terms of cause</p>

<p>Children choose their own projects/topics</p> <p>Children are able to put forward their choices for their lunches, with our rotating children's choice option.</p> <p>Elect two of their peers to become school councillors.</p> <p>Take part in weekly class councils, where they can put forward ideas and opinions to their class councillors.</p> <p>Year 6 children, who wish to run, write and deliver hustling to gain votes to become House Captains.</p>	<p>Establish class rules.</p> <p>The children to follow our school rules.</p> <p>Y6 Children fulfil different jobs of responsibility around the school, including helping to support play in foundation, assisting in the dinner hall and helping in the office.</p> <p>House Captains - Children get electing in as house captains to represent their house/teams.</p> <p>Each class assembly will have some information about E-Safety to share with the families that come to watch.</p>		<p>and effect using evidence to support and illustrate explanation.</p> <ul style="list-style-type: none"> -Identify some of the principal features shared by different religions and explain how these features may have an impact on the lives of believers. -Identify and compare some of the ways in which believers express their principal beliefs/ideas and explain how these forms of expression may have an impact on the lives of believers. -Explain own views with supporting arguments and evidence. -Evaluate own and others' views with sensitivity to concerns and convictions.
--	---	--	---