



BRITISH VALUES ACROSS THE CURRICULUM



What?

All schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Why?

We want to ensure young people leave school prepared for life as active citizens in modern Britain.

Value	Evidence within wider curriculum and school life
Democracy	<ul style="list-style-type: none">• facilitating a democratic process for electing school councillors and the running of the council. We have our own school council with elected representatives for Chair, Vice-Chair, Secretary and Class Councillors. Pupils are encouraged to plan a speech about why they would make a good Council member and present this talk to their class before a ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates• taking turns in class, at dinner time and in after school clubs
The Rule of Law	<ul style="list-style-type: none">• implementing our school and class charters which have clear and agreed statements, and ensuring that the children know their own right and respect the rights of others• implementing our procedures and protocols for dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination, which demonstrates to pupils that we take these issues very seriously, mirroring the attitudes of British society• consistently reinforcing the importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code.

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	<ul style="list-style-type: none"> • teaching children how to abide by the school rules. We have our 3 School Rules, which are deeply embedded in our work everyday, as well as our Code of Conduct and Relentless Routines to help pupils know how to follow our rules. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. • implementing a Home-School Agreement is discussed with pupils and parents and agreed upon admissions • encouraging a restorative justice process to resolve conflict through our Behaviour and Anti-Bullying policies, including constant discussions and reiteration of the result and impact of actions on others • holding zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers • using 'social stories' for SEND children - explaining consequences of behaviour
Individual Liberty	<ul style="list-style-type: none"> • providing our extra-curricular provision, which offers equal opportunities for all children, boys and girls, and children with Special Educational Needs in sport and other areas • teaching oracy skills so that all pupils partake in discussions and debates which allow them to develop their own voice as well as respect for the opinions, values and beliefs of others • undertaking Pupil Voice questionnaires to enable pupils to express their opinions on certain aspect of school life • including Pupil Leadership Teams which enable all KS2 pupils to express their opinions on certain aspects of school life in order to enact change

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Mutual respect	<ul style="list-style-type: none"> partaking in specific awareness days e.g. Anti-Bullying Week, Mental Health Week, Black History Month and International Women's Day following StoneWall guidance for LGBTQ+ focused black history work our international day encourages all staff and pupils to embrace other cultures and traditions Y6 buddies support KS1 pupils in developing mutual respect through appropriate play at lunchtimes
Tolerance for those of different faiths and beliefs	<ul style="list-style-type: none"> celebrating many British festivals and special events, e.g. Remembrance Day, November 5th, Christmas, Easter, World Book Day, Children in Need, Red-nose day etc. teaching oracy skills so that all pupils partake in discussions and debates which allow them to develop respect for the opinions, values and beliefs of others actively promoting our Christian values also entails challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views

Value	Evidence within specific subjects/units of work	
Democracy	English	Oral and written debates and arguments e.g. 'Should Jimmy Button have been taken from his homeland?' in Year 6.
	Science	Science lessons often involve discussions and debates in which learners are considerate of the views of others and take turns and instructions from others (for example, during investigations).
	History	Y 5/6 - Early Islamic Civilisation ... Individual Liberty Y2 - Great Fire of London - How health and safety rules have come in to increase order in society ... Rule of Law

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		<p>Y4 - Ancient Greece - Comparison of Ancient Greece with modern Britain ... Democracy</p> <p>Y1 - Looking at the lives of significant people from the past. For example .. LS Lowry and Peiter Bruegel ... Tolerance</p> <p>Y2 - Columbus Shkelton/Armstrong ... Tolerance</p> <p>Y 5/6 - Listen to other viewpoints about education in the past ... Tolerance</p> <p>Y2 - Remembrance Day - Teaching children to recognise and respect people that have served our country ... Mutual Respect.</p>
	PSHE	<p>Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.</p> <p>The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).</p> <p>E.g. <i>Being in my World/Y4 / Piece 3-</i> I understand how democracy works through the school council</p> <p><i>Being in my World/Y5 / Piece 6-</i> I understand how democracy and having a voice benefits the school community and I know how to participate in this</p>
	PE	<p>Pupils are taught about the need for different roles and different responsibilities, including team work and decision making e.g. pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.</p> <p>Pupil voice is used to influence PE & School Sport (e.g. re curriculum, extracurricular activities.)</p> <p>Pupils know how to behave in PE in a way that is acceptable socially.</p> <p>Pupils can work individually and in teams and make informed choices.</p>

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	Computing	In 'My Online Life' we understand to be considerate of the views of others using the internet. We understand that we can influence the way the internet exists in our small way.
	Art & Design	In art and design, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.
	Design & Technology	Food units - voting for most popular
	Music	Children make decisions together when composing and making arrangements.
The Rule of Law	Science	Understand the importance of safety rules when working scientifically and know that there are consequences if rules are not followed.
	RE	Rules that people from different faiths follow and why they are considered important in that particular faith
	PSHE	Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson). <i>E.g. Year 1 / Dreams and Goals / Piece 3- I understand how to work with a partner</i>
	PE	Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups.

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		An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship. Competition against oneself is encouraged in addition to competition against others.
	Computing	All year groups complete a unit 'My Online Life'. Within this unit children learn rules of how to keep themselves safe online and rules for communicating with others. Children agree to follow the rules created when using technology.
	Art & Design	During projects and activities, we access specific tools (such as toggle clay cutters, paints and brushes) and materials making sure we are following class rules.
	Design & Technology	Following hygiene and safety rules
	Music	Following notation rules when composing and improvising.
Individual Liberty	Science	Pupils make choices when planning an investigation and learn to consider that others may have different points of view as to where to start/how to carry out an enquiry.
	RE	Individual choices surrounding which faith to follow
	Geography	Deforestation and Fairtrade in UKS2
	PSHE	Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson). <i>E.g. Relationships/ Y3/ Piece 5- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different</i>

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		<i>Relationships/ Y4 / Piece 4- I can explain different points of view on an animal rights issue; express my own opinion and feelings on this</i>
	PE	Pupils respect individual differences and are confident to express their opinions and respect others' views during peer and self evaluation of skills. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety.
	Computing	We learn to understand the freedom of the internet and digital devices offer us by discovering new information and connecting us to the outside world. We also learn that we have freedom by creating our own e-books. In computer science unit's children have the right to make choices about games they create and which characters they choose to use.
	Art & Design	In art and design, we are given the opportunity to express our individuality through our projects. We are given regular opportunities to make our own decisions and choices in our projects. Whilst making our own choices, we also know that there are boundaries and we respect these. For example, in the clay unit, each year group has the option of what design and clay techniques they will use. In collage units, each year group will have the option of different materials.
	Design & Technology	Individual choices when designing and making products.
	Music	Children make individual choices when composing melodies and arrangements. Children are able to appraise compositions and arrangements.
Mutual respect	English	Oracy built into English lessons including talk partners, debates, hot-seating, conscience alley.
	Science	In science lessons, pupils work as a team, discuss findings and offer support and advice to others.

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	RE	<p>Respect for other beliefs</p> <p>Stories from Christianity and other faiths about the correct way to treat other people</p>
	PSHE	<p>Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.</p> <p>The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).</p> <p><i>Celebrating Differences/ Y3/ Piece 1- I understand that everybody's family is different and important.</i></p> <p><i>Celebrating Differences/Y6/ Piece 6- I can give examples of people with disabilities who lead amazing lives</i></p>
	Foreign Languages	<p>Children learn to respect the language, culture and customs of Spanish speaking countries through curriculum, as well as of wider world cultures on International Day.</p>
	PE	<p>Pupils know, understand and can articulate different styles of dance and the historical aspects of various activities e.g. Dance through the ages in Y6 and British Values dance in Y5,</p> <p>Pupils avoid stereotyping groups as all pupils are given equal chance to participate in all games and sports. Moreover, all pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.</p> <p>Pupils respect PE equipment and school buildings/facilities.</p>
	Computing	<p>My Online Life - All children will complete this unit and learn how to communicate with others online. Children also have many opportunities to discuss their own</p>

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		experiences of technology. Children are taught to respect each other when sharing ideas.
	Art & Design	We behave in a way that positively impacts the work of others. When giving feedback, we are respectful of others' feelings and viewpoints.
	Design & Technology	Respect for each other and working together
	Music	Improvising and creating compositions with partners and small groups.
Tolerance for those of different faiths and beliefs	English	A range of stories from other faiths and cultures included in the English curriculum, wider curriculum and home school reading books.
	Science	Scientific discoveries have come from other cultures and religious beliefs often compete with scientific understanding (for example, in our unit on Evolution and Inheritance).
	RE	Children learn about a range of faiths including Hinduism, Judaism, Islam, Buddhism, Sikhism
	PSHE	Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).
	Foreign Languages	Children learn appreciation and tolerance of other cultures in Spanish speaking countries through curriculum.



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		Children learn appreciation and tolerance of wider world cultures on International Day.
	Computing	We learn to understand that we may be connected with people across the entire world through the internet and these people may be from different cultures, faiths and beliefs and to develop a tolerance of people with these beliefs.
	Art & Design	In art, we learn about different artists from different cultures. We also explore different faiths through art such as the Sikh God, Guru Nanak.
	Design & Technology	Cultural food unit in UKS2
	Music	Children are inspired by and play beats and patterns from countries around the world.