

## **Progression Documents**

## **British Values**

## **Curriculum Overview:**

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access. Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding. Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in. Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

## Intent

British values can play an important role in education. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and PHSE sessions.

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Key Concepts								
Value of Respect								
				Tolerance of those of				
Democracy	The Rule of Law	Individual Liberty	Mutual Respect	different faiths and Beliefs,				
				or those without faith				
"Rule of the People"	"The rules that the government have agreed within a country"	"Being able to live freely so long as we act responsibly"	"Giving and receiving polite behaviour to/from someone or	"Accepting that others have different beliefs even when you disagree"				
			something"					
We <b>respect</b> that everyone has a right	We <b>respect</b> the rules and follow then	Respect peoples freedom to do what	We <b>respect</b> everyone in school.	We <b>respect</b> the views, values and				
to a voice.	so that everyone is treated equally	is right		beliefs of everyone, even if thjey are				
	and keep safe.			different form our own.				
Children have the opportunity to have their	The importance of laws, whether they be those	Within school, pupils are actively encouraged to	Part of our school ethos and positive behaviour	This is achieved through enhancing children's				
voices heard in school. Pupil Voice is accessed	in class, the school or the country are reinforced	make personal choices, knowing that they are in	policy has revolved around our values be PROUD.	understanding of their place in a culturally				
readily during class work and is evidenced in classroom displays and whole class display	in school regularly through the PHSE whole school curriculum overview and whole school	a safe and supportive environment. As a school, we educate boundaries for children to make	Our values are reflected in our school rules, display, newsletters and website and in the	diverse society and by giving them opportunities to experience such diversity through our				
books. The school also carries out regular	assemblies. Across the school there is a clear	choices safely.	curriculum where opportunities arise. Where	Curriculum. Assemblies' are planned termly to				
questionnaires with the pupils to ascertain their	code of conduct with rules agreed by the pupils.	Children are encouraged to know, understand	pupils show the value of Personal Excellence,	recognise key dates within different faiths and				
thoughts and feelings about our school. The	Pupils are taught the value and reasons behind	and exercise their rights and personal freedoms	Respect, Opportunities, Uniquness and	cultures. Assemblies are followed up and				
findings are shared with staff and Governors and	school rules and national laws that protect us,	and advised how to exercise these safely, for	Discovery, they may be awarded Class Dojo	supported by learning in PHSE and RE. Members				
form part of the school's self-evaluation and	look after us and govern us. We discuss with the	example through E-safety. Children have the	points. School Councillors remind children in	of different faiths are encouraged to share their				
future planning. School Councillors are elected	children and make clear the consequences when	freedom of choice in respect of extra-curricular	their class of good core values of behaviour in	knowledge to enhance learning within our				
democratically, voting in each class at the beginning of each year.	rules in school and laws of the land are broken.  We arrange visitors to speak with the children	clubs that they can get involved in.	school and towards others when visiting classrooms.	school.				
beginning of each year.	such as the Police or Road Safety team to discuss		Classi OOMs.					
	road safety, bike safety, fire and water hazards,							
	stranger danger and the NSPCC.							

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Democracy	<ul> <li>Make decisions when given choices</li> <li>Vote in whole class decisions (which activities out today)</li> <li>Explain why they chose/voted that way</li> </ul>	Talk about what to improve sche Vote for school Know what par (Fireworks link. Know who the To know that d "Rule of people To suggest aspecharter To agree on cla	council members liament is) Prime minister is emocracy means ects of class ss charter (rules)	"Rule of peop To understand national elect" To take part in based on a scl To elect mem council	I the way in which ions take place n own elections nool issue bers of school	<ul> <li>To know that democracy means "Rule of people"</li> <li>Attend a governors meeting with suggestions for improvement</li> <li>To understand the difficulties with different voting systems (proportional representation, first past post)</li> <li>To understand the differences between the major parties in general terms</li> <li>To know a brief history of democracy in Britain – Magna Carter, Civil War, reform act, women, 18 years old</li> <li>To elect members of school council</li> <li>Write to local MP about an issue (invite in?)</li> </ul>		See how school council represent views of pupils Involved in surveys and know how they change aspects of school life Have choices/votes within everyday school life
The Rule of Law	Understand there are rule and can follow them     Know why the rules are there (can explain simply)     Know about the police (via visits etc) and their job	<ul> <li>Understand whimportant</li> <li>Understand coll</li> <li>To suggest aspectanter</li> <li>To know local purchast they do (Note that they do (Note the to control to the total that the total the tot</li></ul>	nsequences ects of class police officers and visit police station) ribute to decisions thin their own class	Create class cl Be able to exprules have a p society/schoo Debate rules t controversial conclusion	narter (rules) lain why specific ositive impact on l hat are	<ul> <li>Know how Juniselected and castes</li> <li>Create class chastes</li> <li>Understand rigeresponsibilities</li> <li>Understand that means the governorm</li> <li>do as it pleases</li> </ul>	arter (rules) whits and at the rule of law ernment can't just as s/laws can vary by bound the world merently about they may with agreement the Home School will be given to	Set class charters at the beginning of each school year Agree to whole school rules by communicating through school council Know local PSCO through assemblies
	Rule, law, government, fairness, equality, regulation, advisory, rights, responsibilities							

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School	
Individual Liberty	<ul> <li>Can express own feelings</li> <li>Know that others have feelings</li> <li>Can say how other may feel in specific situations</li> <li>Know how we could help in specific situations – when someone is hurt or sad or angry to help</li> <li>Can take turns and share resources</li> </ul>	<ul> <li>Can make decisions that take into account the impact on others</li> <li>Understand how our own behaviour affects others both positively and negatively</li> <li>To understand the basics of peer pressure and how to say no</li> <li>Understand that people have been treated differently due to</li> </ul>		<ul> <li>To know that liberty means "living freely whilst acting responsibly"</li> <li>To be able to give examples of groups who do not have the same liberties as we do</li> <li>To understand peer pressure</li> <li>To be able to give examples of techniques to use if feeling pressured by peers</li> </ul>		<ul> <li>To understand that society has many inequalities including racism, sexism</li> <li>To know what apartheid is</li> <li>To know that some liberties can be damaging – smoking, drugs</li> <li>To know the UN Convention of Rights for Children and how this applies to each pupil</li> <li>To understand that lots of countries in which we are liberated achieved came to this point by oppressing others</li> <li>To recall that liberty has to be achieved responsibly and to be able to debate different examples of "liberation" and equality</li> </ul>		<ul> <li>Know how peer pressure can affect our decisions</li> <li>Understand the school rules and know why they are there</li> <li>Know how their actions can affect others</li> <li>Know that society is no always fare – people can be treated differently because of race, looks, religion</li> </ul>	
	Liberty, individual, re	Liberty, individual, responsible, power, equality, fairness, oppression, restriction, slavery, imprisonment, rules, laws, anti-social, so							
Mutual Respect	Know own family customs     Know the customs of others within their class     Know about a range of celebrations (religious, historical) and why they are important	Know some simbetween count cultures     Know some sim (firemen not wexamples that stereotype wro Talk openly about hat are respectively considered in resource where	nple comparisons ries and their nple stereotypes omen) and see prove the ong out those things tful and aren't in tendships outines, rules, e things aren't fair.	<ul> <li>To understand differences in they exist (his</li> <li>To understand between religing atheistic views exist</li> <li>To know about which respect established in Suffragettes, No.</li> </ul>	d some cultures and why tory of culture) d differences ions (including s) and why they the way in has been history — Wilberforce	To know the UN Rights for Child applies to each To understand respect should To consider new relate to mutual consider the consider the consider the consider that the identify and condiscrimination To know of the that tackling dishad in specific to the work of the condisagreeing  To know that it identify and condiscrimination To know of the that tackling dishad in specific to the work of the condisagreeing	N Convention of ren and how this pupil that rights and go hand in hand ws stories which all respect and entext in which the sen (racism,) discrimination is is important to mbat positive impact scrimination has cases views of others nsibly) even if	<ul> <li>To know that life is not always fair</li> <li>To know how to talk to someone if something unfair is happening at school or outside of school</li> <li>To have an opinion on what is right and wrong in age appropriate scenarios</li> <li>To understand that if we respect one another then we can do more and feel safe and secure</li> </ul>	
	Respect, mutual, polite, receive, value, worth, responsibility, equality, fairness, stereotype, discrimination								
Tolerance	This will be linked to Mutual Respect/Tolerance and the Religious Education Curriculum								
Tolei	Democracy, democratic, vote, voting, ballot, government, laws, rules, parliament, campaign, society, council, representative, voice, majority, monarchy								