

**British Values COVERAGE**

**Individual Liberty** – Enable students to develop their self-knowledge, self-esteem and self-confidence; Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.

**The Rule of Law** – Enable students to distinguish right from wrong and to respect the civil and criminal law of England.

**Democracy** – Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

**Mutual Respect and Tolerance** – further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people.

Ref: Promoting fundamental British Values as part of SMSC in schools (Nov. 2014)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole School</b>	Democracy - Election for the School Parliament and Eco Council Collective worship: Rule of Law - School code of conduct Democracy - How elections work Liberty, Tolerance – Harvest and Food Bank collection	Collective worship: Liberty - Bonfire safety Liberty - Anti-bullying week Liberty, Tolerance - Remembrance Day Tolerance - Diwali Tolerance - Advent Tolerance - Christmas	Collective worship: Tolerance - Chinese New Year Liberty - Safer Internet Day Tolerance - Valentine’s Day	Collective worship: Tolerance - Shrove Tuesday Tolerance - Mother’s Day Tolerance - Easter	Collective worship: Tolerance - Ramadan Democracy - Link to local / national elections usually held in May Tolerance - Deaf awareness week	Collective worship: Tolerance - Father’s Day Liberty - Healthy Eating Week Liberty - Summer safety

<b>EYFS</b>	<b>Liberty</b> - Begin to accept the needs of others in learning activities Take turns and share resources <b>Rule of Law</b> - Understand school code of conduct, write class code of conduct. <b>Tolerance</b> - RE: Being Special- where do we belong?	<b>Liberty</b> -Teach children to use and care for materials and equipment <b>Tolerance</b> – RE: Why is Christmas special for Christians?	<b>Democracy</b> - Vote for favourite story to be read at story time and for Celebration time activity.	<b>Liberty</b> - Stranger danger <b>Tolerance</b> – RE: Why is Easter special for Christians?	<b>Tolerance</b> - Look at own family customs and others from around the world, discuss.	<b>Liberty</b> - Explore a growth mindset <b>Tolerance</b> - RE: What places are special to us?
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<b>Year 1</b>	<b>Rule of Law</b> - Revise school code of conduct <b>Democracy</b> - Write class code of conduct <b>Tolerance</b> - Compare and contrast countries in the world and their cultures. (Link to seasonal changes unit and also Gunpowder Plot with Catholics/Protestant)	<b>Democracy</b> - Introduction to Parliament and it's function (Link to Parliament Week) <b>Rule of Law</b> - Superhero's uphold the law, who upholds the law for us? (Link to Parliament Week)	<b>Liberty</b> - Importance of the environment, how can you maintain it? (Link to art sculpture) <b>Tolerance</b> - RE: Who is Jewish and how do they live?	<b>Liberty</b> - Further explore a growth mindset (Link to Topic of Brilliant Bodies and what the children aspire to be and how they overcome personal challenges) <b>Tolerance</b> - RE: Who is Jewish and how do they live?	<b>Liberty</b> - Look at plastic in our oceans, what can you do? (Cover when looking at oceans/boats in Setting Sail) <b>Tolerance</b> - RE: Who do Christians say made the world?	<b>Liberty</b> - Behaviour at and respect for Arundel Castle and it's artefacts (Link to All Aboard and Setting Sail when discussing explorers) <b>Tolerance</b> - RE: How should we care for our world and for others, and why does it matter?
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	<b>Tolerance - RE:</b> What does it mean to belong to a faith community?	<b>Tolerance - RE:</b> What do Christians believe God is like?				
<b>Year 2</b>	<p><b>Rule of Law</b> - Revise school code of conduct.</p> <p><b>Democracy</b> - Write class code of conduct.</p> <p><b>Liberty</b> - Responsibility for own health through a healthy diet (Science link with Animals including Humans and big question around health and diet in 1666).</p> <p><b>Tolerance</b> - RE: Muslim beliefs.</p>	<p><b>Rule of Law</b> - Superhero’s uphold the law, how do the Police and law courts uphold the law for us? (linked to London topic and Parliament Week) Democracy – What did Parliament change to prevent further disasters?</p> <p><b>Tolerance</b> - RE: Understanding that not everyone celebrates Christmas and how to be respectful of this.</p>	<p><b>Liberty</b> - Further develop their own growth mindset.</p> <p><b>Rule of Law</b> - Why we have codes of conduct at school.</p> <p><b>Tolerance</b> - Challenge gender stereotypes through female astronauts (link to New Year resolutions and aspirations).</p> <p><b>Tolerance</b> - RE: Muslim ceremonies and prayer rituals.</p>	<p><b>Liberty</b> - How can you help to protect endangered species?</p> <p><b>Tolerance</b> - RE: Understanding that not everyone celebrates Easter and how to be respectful of this.</p>	<p><b>Tolerance</b> - Look at the class system during Medieval times and life in a castle (e.g. servants, lords, knights, etc) and compare to our culture today, how has it changed, link to equal opportunities.</p> <p><b>Tolerance</b> - RE: Understanding communication and the different ways in which people communicate with each other (e.g. different languages,</p>	<p><b>Liberty</b> - How can you improve our local area?</p> <p><b>Tolerance</b> - RE: Understanding own culture (focus on Cornwall) and the importance of accepting other cultures.</p>

					ways of writing, Makaton, etc).	
<b>Year 3</b>	<p><b>Rule of Law</b> - Revise school code of conduct</p> <p><b>Democracy</b> - Write class code of conduct</p> <p><b>Liberty</b> - e-Safety Post positive comments online</p> <p><b>Tolerance</b> – RE: What do Christians learn from the Creation Story?</p>	<p><b>Rule of Law</b> - Look at the laws of early civilisations and how these were enforced, compared to now (Compare Ancient Egypt with modern Britain. Link with Parliament week)</p> <p><b>Tolerance</b> - RE:</p>	<p><b>Democracy, Rule of Law</b> - Think about the lasting legacy of these civilizations, do we still have aspects of them today? (Which aspects of Ancient Egypt are evident in today’s society?)</p> <p><b>Tolerance</b> - RE: How do festivals and worship show what</p>	<p><b>Rule of Law</b> - Look at UK laws that help preserve our wildlife (What is being done to reduce plastic pollution in our oceans?)</p> <p><b>Tolerance</b> - RE: How do festivals and family life show what matters to Jewish people?</p>	<p><b>Tolerance</b></p> <p>- Similarities and differences are there between the lives of early people and us, specifically, the difference between male and female ‘roles’ (explore lives of men and women during the Stone age through to Iron Age)</p>	<p><b>Liberty</b> - Look at significant people who had growth mindsets, who inspires you?</p> <p><b>Tolerance</b> – RE: How and why do people try to make the world a better place?</p>

		What is it like for someone to follow God? (people of God)	matters to a Muslim (Ibadah)	(God/Torah/the people)	<b>Tolerance</b> - RE: What kind of world did Jesus want? (Gospel)	
<b>Year 4</b>	<b>Rule of Law</b> - Revise school code of conduct. <b>Democracy</b> - Write class code of conduct. <b>Tolerance</b> - Look at how some people live without electricity. <b>Tolerance</b> - RE: Baptism and The Trinity.	<b>Democracy</b> - Responsibilities of the Houses of Parliament (House of Commons), the executive seat of power. (Parliament Week). <b>Tolerance</b> – Valuing difference in friendships (physically, in personality and background). <b>Tolerance</b> - RE: Hindu beliefs and worship.	<b>Individual Liberty</b> – Understanding roles of an active bystander. How can we make a difference to deforestation? <b>Tolerance</b> - RE: The Hindu faith in Britain today.	<b>Individual Liberty/Mutual Respect</b> – Mindfulness, living in the moment (music and culture of Brazil). <b>Tolerance</b> - RE: Studying Christian Holy Week.	<b>Rule of Law</b> - Investigate periods of history and compare crimes and punishments during these periods to now. <b>Tolerance</b> - RE: Pentecost.	<b>Individual Liberty/Tolerance</b> – How has fashion encouraged freedom? <b>Tolerance</b> - RE: How and why do people mark the significant events of life?
<b>Year 5</b>	<b>Rule of Law</b> - Revise school code of conduct. <b>Democracy</b> - Write class code of conduct. <b>Tolerance</b> - RE: What does it mean if Christians believe God is holy and loving?	<b>Liberty</b> - Downloading legally. <b>Liberty</b> - Antibullying, focus on identification and how to combat it. <b>Liberty</b> - Plausibility of information on the internet. <b>Tolerance</b> – RE: What does it mean to be a	<b>Rule of Law</b> - the difference between civil and criminal law. <b>Tolerance</b> - RE: Why do Christians believe Jesus was the Messiah?	<b>Democracy</b> – Look at how Legislative power is held between the two Houses of Parliament (Lords and Commons). <b>Liberty</b> – Recycling. <b>Tolerance</b> - RE: Why is the Torah so	<b>Tolerance</b> - Explain the similarities and differences between cultures in the United Kingdom, Iceland, and Brazil. <b>Tolerance</b> - Re: Christians and how to live: ‘What would Jesus do?’	<b>Tolerance</b> - Compare Mexican culture to ours. <b>Tolerance</b> – RE: What matters most to Humanists and Christians?

		Muslim in Britain today?		important to Jewish people?		
<b>Year 6</b>	<p><b>Rule of Law</b> - Revise school code of conduct</p> <p><b>Democracy</b> - Write class code of conduct</p> <p>Understand how democracy has developed from the Greeks.</p> <p><b>Democracy</b> – compare to other forms of government in other countries (History link to WW2 dictatorships socialist etc).</p> <p><b>Liberty</b> - Keeping healthy and the relationship between diet, exercise, drugs lifestyle and health.</p> <p><b>Tolerance</b> - RE: Christians and Science: conflicting or complimentary?</p>	<p><b>Tolerance</b> - Look at Darwin’s Theory of Evolution, not everyone believes this.</p> <p><b>Tolerance</b> - Look at gender roles in WW2, and how these roles have changed in our armed forces today.</p> <p><b>Tolerance, Rule of Law</b> - Explore the idea of freedom to be accepted for who you are regardless of race, faith, gender, background, or disability; link to WW2; and that this is protected in law.</p> <p><b>Tolerance</b> - RE: Why do some people believe in God and some do not?</p>	<p><b>Liberty</b> - How we can contribute to the lives of those affected by national and international disasters, link to the work of charities.</p> <p><b>Tolerance</b> - RE: Why do Hindu’s want to be good?</p>	<p><b>Democracy:</b> Team building an earthquake proof tower (DT)</p> <p><b>Tolerance</b> - RE: What do Christian’s believe Jesus did to save people?</p>	<p><b>Rule of Law</b> - Look at UK Electrical safety laws and how our Judiciary system works, including its independence from the executive power (Parliament).</p> <p><b>Tolerance</b> - RE: For Christians what kind of King was Jesus?</p>	<p><b>Liberty</b> - Look at families’ rights to choose the school/ education suited to their children’s needs, what might these different educations look like?</p> <p><b>Tolerance</b> - RE: How does faith help people when time gets hard?</p>



'Aspiring to achieve, determined to succeed.'