



Shared Journeys, Unique Memories - British Values within our Curriculum

B E A U L I E U	<p>Our Context:</p> <p>A small village school on the Beaulieu Estate. Most children live out of catchment and arrive by car. Many live on the Waterside (an area of national deprivation). The vast majority are white British. Relationship building in Autumn term for year R is crucial due to a lack of preformed relationships on entry. Our curriculum needs to: reflect ethnic diversity; build independence; provide wider experiences; support building resilience and coping with challenge and change; teach about safe use of social media; provide experience of leadership and responsibility</p>
	<p>Our Vision:</p> <p>Our vision is of a school family within which each child is inspired to have self-belief, to love learning and to strive for their personal best. We seek to prepare our children to thrive in an uncertain future by teaching them to embrace their own individuality, to form strong relationships with others, to think creatively and to work hard.</p>

I N T E N T I O N	British Values			
	Democracy	Rule of Law	Individual Liberty	Mutual respect and tolerance of those with different faiths and beliefs

I M P L E M E N T A T I O N	<p>Journeys to Excellence</p> <p>Using rich language/ high quality texts, regular retrieval and a spiral curriculum</p>			
	Whole School			

How British values and active citizenship are promoted throughout the curriculum:

- School values underpin whole of school life and reflect British Values
- Good relationships (reflecting respect and tolerance) modelled and prioritised by all staff
- Children’s creativity and choice fostered within lessons
- Children’s individual interests and achievements celebrated in assemblies
- School and British Values regularly explored with children in assemblies
- High value placed on leadership – all Y6 children become leaders, leadership explicitly taught about through assemblies
- Democracy explicitly taught about through leadership elections
- School Council promotes discussion and pupil voice
- Picture News - shared weekly in assemblies (UN rights, protected characteristics and British Values)
- Children taught to listen to others and respect their views and contributions
- Resources and images selected to reflect diversity

EYFS: Communication & Language; Personal, Social & Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts & Design. All underpinned by secure characteristics of effective learning.

Reading	Writing	Maths	Science
<ul style="list-style-type: none"> ● Initial discussions about decision making processes within stories and how characters’ choices impact others encouraging students to express their own opinions and listen to others viewpoints ● Analyzing characters who demonstrate 	<ul style="list-style-type: none"> ● Class debates on relevant topics (mobile phones, playtimes) ● Writing letters to the Headteacher to suggest improvements or ask questions. ● Writing speeches for school captain positions. ● Read, writing and exploring fairy tales, myths and fables. 	<ul style="list-style-type: none"> ● Mutual respect and tolerance through problem solving and finding different ways to get to an answer. ● Rule of law- apply rules and procedures within mathematical concepts, such as BODMAS or algebraic rules, understanding the consequences of not following them. 	<p>Scientific investigations: Pupils can vote on which questions to explore or which methods to use during experiments.</p> <p>Collaborative group work: Encourages everyone to have a say and share ideas, modeling democratic decision-making.</p>

	<p>leadership, fairness or the ability to work collaboratively</p> <ul style="list-style-type: none"> Examining characters who follow rules or break them and the consequences of their actions can help children to see the importance of laws and their impact on society. Discussions about rules and structures within a story's world can help students understand how rules are created and why they are important. Reading stories featuring characters with different backgrounds and beliefs and experiences can help children understand individual liberty and freedom of choice. Selecting texts which represent a variety of cultures, traditions and perspectives can help children to develop empathy and understanding. Exploring how characters interact with each other, both positively and negatively can promote discussions about respect and tolerance. 	<ul style="list-style-type: none"> Writing from different perspectives - showing empathy, exploring thoughts and feelings of others. Exploring writers from different cultures - Valerie Bloom 		<p>Safety rules in experiments: Teaching the importance of following safety guidelines reinforces the idea of laws for protection.</p> <p>Fair testing: Emphasising the importance of rules in fair testing helps children understand fairness, consistency, and the importance of following procedures.</p> <p>Making choices in learning: Letting children select their own lines of enquiry during investigations fosters ownership and responsibility.</p> <p>Working in diverse groups: Science lessons often involve teamwork, encouraging respect for others' ideas and backgrounds.</p>
	DT	History	Geography	RE

<ul style="list-style-type: none"> • Design Choices & Voting is promoted by allowing pupils to vote on materials, design features, and aesthetic choices • Practical lessons reinforce the Rule of Law through the strict requirement to follow safety rules and procedures for tools and cooking, demonstrating that rules are necessary for safety and success. • Decisions - Children make their own design decisions within the design brief taking ownership of their work, and embracing personal creativity and problem-solving. • Mutual respect is fostered by teaching children how to share resources, work collaboratively in teams, and deliver constructive, respectful criticism during the evaluation of peers' products. • Tolerance is taught when exploring different food cultures, dietary requirements (e.g. religious, ethical, vegan and vegetarian, food allergies and intolerance) and design influences from around the world. 	<ul style="list-style-type: none"> • Roman Empire/ Greek- Democracy and legacy in society. • Mutual respect - treatment of Florence Nightingale or Mary Seacole • Rule of law- Titanic and treatment of different classes. • Invasions- Vikings, Anglo-Saxons (individual liberty, mutual tolerance- push/pull factors). 	<ul style="list-style-type: none"> • Comparing and contrasting different cultures and ways of life around the world fosters empathy and tolerance for those with different beliefs and values (Australia, Spain and Catalaonia, Our European Neighbours, Arctic Adventures, Let's Go on Safari (Kenya), Madagascar, Chocolate, Yosemite National Park, Explore Brazil). • Y3/4 'Spain and Catalonia' unit - Investigating the impact of religious festivals or cultural traditions on different communities helps students appreciate the richness and diversity of human experience. • Y3/4 'Spain and Catalonia' unit - Lessons can explore different political systems and how they impact people's lives, fostering an understanding of democratic principles. • Y5/6 'Natural Resources' unit - Examining how the UK and other countries enforces laws related to environmental protection and use of resources, can broaden students' understanding of the rule of law's global significance. • Y3/4 'Earthquakes and Volcanoes' unit - Investigating communities affected by natural disasters or social inequalities can highlight the role of the rule of law in promoting fairness and justice. • Y5/6 'Coasts and Coastal Erosion' unit - Studying local 	<ul style="list-style-type: none"> • Promotes respect for one's own belief and those of others • Democracy is fostered through pupil voice activities and collaborative decision making. • The concept of laws and rules is explored through religious and moral stories and teachings. • RE provides opportunity for children to express their own opinions and beliefs, fostering a sense of individual liberty within a respectful environment. Children can explore different perspectives and learn to articulate their views on religious or ethical questions. • A core component of RE is learning about diverse religions and worldwide views. Being open minded and respectful of different faiths and beliefs, even when they differ from their own.
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		regulations related to environmental protection can illustrate the importance of rules in maintaining order and safety.	
Art	Music	PSHE	PE
<ul style="list-style-type: none"> • <u>Feedback and Evaluation:</u> Children learn to provide and receive constructive criticism, fostering a culture of respect and understanding of diverse opinions. • <u>Creative Freedom:</u> Art lessons provide opportunities for children to make their own choices about their artwork, encouraging individual expression and creativity • <u>Diverse Artists:</u> Children are exposed to a wide range of artists from different backgrounds, cultures, and time periods, promoting an appreciation for diversity. • <u>Cultural Understanding:</u> Art learning journeys explore different festivals, traditions, and cultural practices, fostering empathy and respect for others. • <u>Open Dialogue:</u> Class discussions about art encourage children to express their opinions, listen to others, and 	<ul style="list-style-type: none"> • Lessons often involve establishing clear rules for listening, performing and composing. • Children are encouraged to express themselves creatively and develop their own musical tastes. • Different genres, instruments and musical styles are explored, allowing the children to form their own opinions about the music they hear. • Music lessons expose children to diverse musical traditions from around the world, fostering an appreciation for different cultures and beliefs. • Children explore the role of music in various faiths and cultural celebrations. They are encouraged to understand how music is used to express religious and cultural identity and to foster respect for different belief systems. 	<ul style="list-style-type: none"> • Opportunities for their voices to be heard • Jigsaw Charter aims to ensure all lessons establish a safe learning environment • Ground rules of Learning charter invite children to sign and agree to try and stick to the rules • Listen carefully to one another and respect the right of others whilst having opportunities to have their own opinions and voices heard • Take ownership of their learning through their 'Help Me Reflect' time when recording their thoughts, feelings and ideas • Children taught about their rights as a child - how they should be treated and how they should treat others • Taught value, importance and reasoning behind why rules exist • Jigsaw lessons aim to always make every child feel welcomed, valued and comfortable and therefore promotes a positive learning environment. • Respectful discussions on sensitive subjects. • Listen to others respectfully, debate other people's view and consider ways that we can be 	<ul style="list-style-type: none"> • Visitors in school to inspire children. • Team Selection and Decision Making • Pupil Leadership Roles • Fair Play Discussions • Understanding and Adhering to Rules • Respect for each other and referees. • Safety awareness - equipment, personal space • Goal setting and achievement - setting personal goals, promoting confidence and self-esteem. • Inclusion events through Priestlands Sports Partnership. • Challenging stereotypes in sports - girls football week, inclusive sports events.

<p>develop respectful communication skills.</p>		<p>accepting of those who may be different to ourselves.</p> <ul style="list-style-type: none"> Jigsaw lessons aim to celebrate differences and be tolerant of each other. Celebrating their own individuality and that of others. 	
<p>MFL</p>	<p>Computing</p>		
<ul style="list-style-type: none"> Children are encouraged to appreciate different languages and aspects of different cultures including foods from different countries and different family units. Units: Las Verduras (Y3/4 Spanish), Ma Famille (Y5/6 French), Yo en el Mundo (Y5/6 French) and Mi Familia (Y5/6 French). All children are encouraged to verbally participate in lessons, encourage one another doing so and show respect. Individual liberty - children are encouraged to express themselves in the foreign language, in all lessons and always to feel safe to do so. 	<ul style="list-style-type: none"> Children use algorithms and programming instructions (like Bee-Bots, 2Code, Logo) to demonstrate the importance of following rules; they are taught simple copyright rules and the necessity of online safety charters. Children are encouraged to show creative self-expression through digital design tasks. All children are taught to manage their digital footprint by making safe, informed choices about what they share online. Children learn how to use positive communication online and learn how to give constructive, kind feedback to their peers through digital projects and online safety learning. They are taught to show respect for different ideas. All children are taught about having their right to keep certain information private. This exercises their personal freedom to control their information. Through online safety, children are taught to respect individual preferences and to not share 		

		<p>information without permission, or that could affect the feelings of individuals.</p> <ul style="list-style-type: none"> • Children can exercise choice and independence within safe, clear boundaries, valuing their own creative ideas through active such as, creating animations, games, art projects, animated stories • Children discuss the school's "Acceptable Use Policy" and why the rules are in place (for fairness and safety). They can even vote on a new rule for their class use of tablets. This connects • Connects school governance to wider democratic principles. 		

I M P A C T	High outcomes and strong progress for all children regardless of individual characteristics, background, needs and starting points	Children with positive attitudes to learning, behaviour, attendance and with experience of leadership	Well-rounded learners who have the knowledge, skills and understanding for the next phase of their education	Confident, creative and hard-working children	Kind children with the skills to form good relationships with others	Courageous children who have aspirations for their future lives
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