

The Fundamental British Values are, -

- Democracy
- Individual liberty
- The rule of law
- Mutual respect and tolerance

In November 2014 the Government published 'Guidance on promoting British values in schools.' The following text is an extract from this, -

*Examples of the understanding and knowledge pupils are expected to learn include:*

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

*Examples of actions schools can take to promote British values are to:*

- 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 and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

In some subjects British Values are taught through out all units, in other subjects British Values are particularly clear in certain units.

	<b>Democracy</b>	<b>Individual liberty</b>	<b>The rule of law</b>	<b>Mutual respect and tolerance'</b>
<b>English KS2</b>	Listening to others and adapting ways of working. Thinking of other people's perspective and being patient. <a href="#">A kid's life in Ancient Greece</a> <a href="#">Eric the Viking</a>	The ability to make choices about what is being written and how it is written. <a href="#">Journey to the River Sea</a> <a href="#">Street Child</a> <a href="#">The Tempest</a> <a href="#">Bombs and Blackberries</a>	Using checklists to ensure accountability and respect the requirements of individual pieces of work. <a href="#">Gangster School</a> <a href="#">Highwayman</a> <a href="#">The Great Kapok Tree</a> <a href="#">Pinocchio</a>	To read and respect other people's work: making valuable contributions so their work can be improved. <a href="#">Goodnight Mister Tom</a> <a href="#">Voices in the Park</a> <a href="#">Secret Garden</a>
<b>Maths</b>				
<b>Science</b>	Take the views and opinions of others into account. Take turns and instruction from others.	Make choices when planning investigations. Hen planning investigations, others may have different points of view, decide where to start.	Understand the importance of rules when working scientifically. Know there are consequences when rules are not followed.	Scientific discoveries from other cultures. Religions beliefs compete with scientific understanding. Work as a team. Discuss findings, offer advice and support to others.

	<b>Democracy</b>	<b>Individual liberty</b>	<b>The rule of law</b>	<b>Mutual respect and tolerance'</b>
<b>RE</b> <b>EYFS</b> <b>KS1</b> <b>KS2</b>			What can we learn from religions about deciding what is right and wrong?	Why do Christians perform Nativity plays at Christmas? Why do Christians put a cross in an Easter Garden? What does it mean to belong to a faith community? Who is Jewish and what do they believe? Who is Muslim and what do they believe? What is the Good News Christians believe Jesus brings? What kind of world did Jesus want? Why do some people believe God exists? What does it mean to be Hindu in Britain? What does it mean to be Christian in Britain? What do different people believe about God? What does it mean to be Muslim in Britain today? What would Jesus do?
<b>Art</b>	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.	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.	We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules.	In the art and design lesson we behave in a way that positively impacts the work and productivity of others. When giving feedback, we are constructive and respectful of others' feelings and viewpoints. We work collaboratively on projects, having respect for our peers' views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of festivals and traditions.  We understand people have different views and opinions and that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.
<b>Computing</b>	In computing we are learning to understand and be considerate to the views of other internet users. We understand that we are each part of the democracy of the internet and that we can each, in our own small way, affect the way the internet exists.	In computing we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect others. We understand the freedom the internet and computers offer us in discovering information and connecting us with the world.	In computing we understand the use of rules on computers and the internet, such as when we are allowed to post and share. We understand that rules are to keep others safe and to help the internet to be an enjoyable and engaging place.	In computing we appreciate and understand the views of others, our right to challenge, questions and discuss opinions and views, and to do this in a respectable and thoughtful way. We understand that as we are connected with the world while accessing the internet, we are exposed to the widest range of views and we are learning to respect them.  In computing we understand that we are connected to people across the whole world. We understand that these people are from different communities, cultures, faiths and beliefs. We use the opportunities offered in computing to question, challenge and understand people with these different characteristics to support and develop our tolerance of them.
<b>DT</b>				
<b>Geography</b>				

	<b>Democracy</b>	<b>Individual liberty</b>	<b>The rule of law</b>	<b>Mutual respect and tolerance'</b>
<b>History</b> KS1 KS2	Gunpowder Plot Crime and Punishment Ancient Egypt Ancient Greece Roman Empire	Changes – schooling and education WW1 Grace Darling Mary Seacole and Florence Nightingale Crime and Punishment Battle of Britain Roman Empire	Gunpowder Plot Crime and Punishment Viking / Anglo-Saxon struggle for the Kingdom of England	Black and British
<b>MFL</b>				Why we learn languages and about other cultures.
<b>Music</b>	Lessons provide opportunities for pupils to express themselves freely, forming opinions about music they will listen to, in composition and performing tasks. Within lessons students have the opportunity to express their opinions and these are respected by others. There maybe votes to verify which piece of music they wish to listen to, or which song pupils wish to perform in lessons, assemblies or concerts.	Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mindset; that anything can be achieved if you put your mind to it. Lessons provide opportunities for pupils to express themselves freely in composition and performing tasks.	Teachers will focus on rewards to reinforce high expectations to behaviour and approach to learning. \pupils are taught how to be an appreciative and supportive audience who listen attentively while others perform.	Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership in this. This is demonstrated through ensuring the working environment is safe. They are encouraged to respect everyone's abilities and performances during lessons and give feedback sensitively. Pupils develop respect and greater understanding of differences.  In music, our pupils listen to and learn about the music of other faiths and cultures and how music is used in different cultures and faiths. They are able to compare similarities and differences between music in a variety of times and cultures and to reflect on and celebrate differences between themselves and others. Pupils are taught to understand and respect other cultures and beliefs.
<b>PE</b>	Children learn that it is important to have a fair team.		Children learn to follow the rules of a game.	
<b>PSHE</b>	School council			