



Shortlanesend School

British Values Curriculum Mapping



At Shortlanesend School, we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers.

We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our setting fully prepared for life in Modern Britain.

The key values we teach provide children with the fundamental knowledge and skills they need to contribute to society.

These include:

- ❖ **Democracy** – An understanding of how citizens can influence decision-making through the democratic process.
- ❖ **The Rule of Law** – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- ❖ **Mutual Respect** – An understanding of the importance of identifying and combatting discrimination.
- ❖ **Tolerance for those of different faiths and beliefs** – An acceptance that other people have 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.
- ❖ **Individual liberty** – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

British Value	EYFS	KS1	KS2
Democracy	Whole School Examples: Picture News assembly, PSHE curriculum, Voting for Pupil Leaders and Ambassadors, pupil voice to gain ideas, school suggestion box (to be implemented), curriculum links		
	<p>Examples:</p> <p>C&L – listening to the views of others and ask relevant questions and comments</p> <p>UTW – Lives of people around them, festivals and celebrations, other faiths and beliefs</p> <p>Voting for class book</p>	<p>Examples:</p> <p>PSHE – sharing ideas on what is important to them, expressing thoughts and opinions on their ideas and others</p> <p>History – Greatest Explorers, significant people</p> <p>RE – other peoples faiths and beliefs, exploring right and wrong</p>	<p>Examples:</p> <p>PSHE – human rights and responsibilities, valuing different opinions</p> <p>History – Anglo-Saxons hierarchy, Viking leaders, Romans, Cornish Rebellion</p> <p>RE – understanding of different religions and worldviews and explaining their significance to individuals and communities</p>

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<p>The Rule of Law</p>	<p>Whole School Examples: Behaviour Policy and understanding of rules and consequences, core values, positive relationships modelled by all, high expectations, school council and parliament, visitors from authorities, high expectations for attendance, code of conduct for pupils, staff and parents</p>		
	<p>Examples:</p> <p>PSED – knowing right and wrong and explain reasons for having rules</p> <p>UTW – basic online safety rules</p> <p>Classroom safety expectations such as how to use scissors safely</p>	<p>PSHE – rules and age restrictions linked to safety</p> <p>Computing – online safety</p> <p>RE – rules for living in Religious traditions</p> <p>Science – performing simple experiments and fair tests, caring for plants, animal and human survival</p> <p>PE – safety when using equipment</p>	<p>PSHE – medications, drugs, alcohol and household products, safety in the local environment, understanding of the law</p> <p>History – Roman Empire, WW2</p> <p>RE – religious and non-religious morals and principles</p> <p>Science – scientific enquiry fair testing, impact of diet, exercise and lifestyle</p> <p>PE – bikeability and road safety</p> <p>Computing – UK laws and how to report online incidents</p>

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Mutual Respect	Whole School Examples: TIS approaches, pupil-staff relationships, school ethos, school assemblies, behaviour policy and expectations, weekly celebration assembly, leadership responsibilities, theme days and learning about traditions, curriculum links, reading books spine includes a range of diverse texts		
	<p>Examples:</p> <p>PSED – understanding of how our actions affect others</p> <p>UTW – similarities and differences between the past and now. Eg – remembrance day</p> <p>RE – respect for one another</p> <p>EAD – exploring and giving opinions on the work of others, listening to different types of music</p>	<p>Examples:</p> <p>PSHE – respecting privacy, respect for themselves and others</p> <p>History – life for people in the past</p> <p>RE – sacred texts and stories which are special to many people, sacred belongings</p> <p>Art – expressing thoughts and opinions on work of artists, craft-makers and designers</p> <p>Music – listening to music from different countries,</p>	<p>Examples:</p> <p>PSHE – permission and consent, discrimination, similarities and differences between people, respect for others and what this means</p> <p>History – impact of the industrial revolution for local mining and working conditions</p> <p>RE – exploring moral concepts such as fairness, truth, kindness and honesty, exploring similarities and differences within and across religions</p> <p>Art – artists and their contribution to culture or history of nations</p> <p>MfL – comparisons of different cultures and traditions</p>

British Value	EYFS	KS1	KS2
<p>Tolerance of Different Faiths and Beliefs</p>	<p>Whole School Examples: RE curriculum, Picture News assemblies, trips, visits and experiences, behaviour policy and code of conduct for all stakeholders, positive relationships, theme days, cultural days, curriculum links, local church visits</p>		
	<p>Examples:</p> <p>PSED – understanding of their own needs and the needs of others</p> <p>UTW – similarities and differences between families and traditions, comparing past and now, showing respect for one another</p> <p>EAD – opinions on the work of others, including artists, craft-makers and designers, recognising and listening to different types of music</p>	<p>Examples:</p> <p>PSHE – respecting privacy, treating themselves and others with respect</p> <p>History – life in Victorian Britain through seaside holidays in the past</p> <p>RE – sacred texts, stories and objects and recognising these should be treated with respect</p> <p>Art – describing what they think and feel about the work of a chosen artist, craft-maker or designer in a thoughtful and sensitive way</p> <p>Music – understanding that music is made in different countries and there are different styles of music linking to culture</p>	<p>Examples:</p> <p>PSHE – seeking and giving permission and consent, discrimination, recognising and respecting the differences and similarities between people, self-respect, stereo-types</p> <p>RE – right and wrong, considering different dimensions of religions, exploring big moral concepts</p> <p>Art - describing what they think and feel about the work of a chosen artist, craft-maker and how this reflects and contributes to culture</p> <p>Music – opinions around different genres of music</p> <p>MfL – comparison and understanding of different traditions and cultures</p>

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Individual Liberty	Whole School Examples: Pupil Ambassadors – School Parliament, School Council, Eco-Council, Reading Librarians, Sports Leaders, positive relationships, equality policy, aspirations, extra-curricular activities, golden certificates, behaviour policy		
	<p>Examples: PSED – working co-operatively and taking turns with others, forming positive relationships and attachments</p> <p>UTW – each person is unique</p>	<p>Examples: PSHE – choices can lead to positive and not so good consequences, fair and unfair, right and wrong, listening to the views of others</p> <p>UTW – different beliefs and traditions</p> <p>History – significant explorers, famous individuals</p>	<p>Examples: PSHE – knowing how to make informed choices, recognising discrimination, recognising and challenging stereotypes, human rights</p> <p>RE - recognising what truly matters for individuals in life</p> <p>History – Romans in Britain (Boudicca), Anglo-Saxons (Alfred the Great), Cornish Mining (Richard Trevithick)</p>