



St Leonard's C of E (A) Primary School



British Values and Curriculum Mapping

At St Leonard's we develop and promote British Values throughout our curriculum and in partnership with our school ethos and values, this is a working document and is added to as the school year progresses.

	Early Years Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Democracy</u> •To understand and respect the democratic process •To understand how they can influence decision making through a democratic process •To understand how to argue and defend a point of view •To understand the importance of team work	Vote for story of the day Devise together and agree class rules Understand need for teamwork and agreed values	Pupil voice throughout curriculum and school Pupil advocates – school council, Eco council and worship committee Pupil, questionnaires – my voice makes a difference PHSE – promotes strong opinions on things that matter to them	Pupil voice throughout curriculum and school Pupil advocates – school council, Eco council and worship committee Pupil, questionnaires – my voice makes a difference Learn about different forms of Government (Romans, Egyptians, Anglo Saxon hierarchy and religious leaders) PHSE – human rights	Pupil voice throughout curriculum and school Pupil advocates – school council, Eco council and worship committee Pupil, questionnaires – my voice makes a difference Learn about Kings and Queens and the seat of power
<u>The Rule of Law</u> • recognise the difference between right and wrong and apply this to their own lives •accept responsibility for their behaviour •understand the consequences of their behaviour and actions	Explain reasons for rules – ready, respectful and safe Behaviour rewards (stickers and tokens) Class rules, playground rules and e-safety rules part of daily practise.	PHSE rules and expectations Relate all school rules to ready, respectful and safe PE rules for games Educational visits – rules for when out of school	History – related to Vikings, Romans and Egyptians. PHSE – legal and illegal drugs RE – rules in religions eg the five pillars of Islam	PHSE citizenship – roles and responsibilities and what happens when you break the law. RE – can following God bring Justice and freedom

•develop the ability to resolve conflict •understand how they can contribute positively to the lives of those living and working in the locality and society more widely • understand that living under the rule of law protects them and is essential for their well-being and safety	Visits from people who help us from the police	E safety rules – consistent reminders then focussed on in e safety week Behaviour rewards (stickers and tokens)	E safety – gaming and being safe online including age restrictions on technology Behaviour rewards	RE- compare religious and moral rules with non-religious PHSE The impact of drugs To understand how the law protects or rights and freedoms Bike ability – rules of the road Behaviour rewards
<u>Mutual Respect</u> •Are reflective about their own experience •Show interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others •Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds •Participate in a variety of communities and social settings, cooperating well with others •To understand that while people may hold different views, we may show respect towards them.	Explore different families and faiths Learn about the impact of my choices on others Focus on school rules, ready, respectful and safe and what that looks like in school and a home.	Collaborative group work throughout the curriculum PHSE – respecting privacy RE – focus on sacred texts to be treated with respect Development of listening to the opinions of others Music – learn about music from around the world Art – evaluating artists and their art style PE – inclusive games including wheelchair basketball Learn about looking after the planet and study recycling – Michael Recycle	PHSE – stereotypes, discrimination and similarities and differences. Self-respect and mutual respect – identifying the difference. Developing the understanding of how my behaviour can affect others. Class worship – global issues Newsround – current affairs Picture news – big topics from around the world - debate and understand a range of points of view. Studying and appreciating art and artist styles PE – inclusive games RE – what is right and wrong and what does that look like for different religions Art – evaluating artists and their art style Geography – deforestation	Music – learn about and from other cultures around the world e.g. Madinah tun Nabi A focus on identity and families, an in-depth study of relationships and respectful behaviours PE – inclusive games DT – topic of cooking from world cuisine RE – what matters most to Christians, humanists and other faiths English – learn about the Americas, The Mayans and oceans PHSE – recognise how our behaviour affects others

Individual Liberty To understand rights and responsibilities •To develop their self-knowledge, self-esteem and self-confidence; •To understand that the freedom to choose is protected in law.	RE – focus on unique, everybody is..... Learn about cooperation and celebrating their own strengths Building positive relationships Developing – make my own choices and what a good choice might look like Non – uniform days	DT – making individual design choices RE/ PHSE – each person is unique and special and has many talents Fantastically Great women who changed the world Texts of inspirational people – Florence Nightingale Non – uniform days	PHSE similarities and differences – what makes us unique and our own person English – free choice of texts when reading Make own choices of how to present work and projects Salad bar at lunchtime – making own healthy choices Pupil voice in all subjects Book club recommendations – listening to other people's preferences and likes PHSE – social media – how can it affect our choices? Non – uniform days	Non – uniform days Book club – choosing books that interest us – reading for pleasure Pupil voice in all subjects Agency to conduct own science experiments and trial and error in learning Choosing the format of how to present their research, learning and findings Knowing how to make informed decisions Share personal opinions and be able to explain thinking during Oracy, RE and music
<u>Tolerance of those of Different Faiths and Beliefs</u> •Are Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values •Show understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain •Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes •Accept that others have different faiths or beliefs (or none) and these should be accepted and tolerated.	Explore different faiths in the study of different families Learn about stories from other cultures Celebrate and learn about festivals and celebrations in the topic celebrations Ground rules for class worship Listen to a range of diverse and inclusive texts – reading diet varied	Reading texts from a variety of cultures RE – learn about different faiths Case study of a country – compare England and China Listen to a range of diverse and inclusive texts – reading diet varied	Visit the Derby faith trail Visit Lichfield Cathedral PHSE – topics of discrimination and what that may look like Stereo types – what does this look like? Focus on debate – listen to others points of view Read a range of diverse and inclusive texts – reading diet varied English study – e.g. My best Diwali, A world of food	PHSE Analyse stereotypes, attitudes and challenges to each other Understanding differences and respecting others RE – what can be done to stop racism? History – changes in history over time. – topic of windrush MFL – compare and contrast France and England – traditions

