

# PROMOTING BRITISH VALUES AT NORTH NIBLEY C OF E PRIMARY SCHOOL

## – Early Years



### British Values in the EYFS

At North Nibley we believe the 'Fundamental British Values of Democracy', 'The Rule of Law, Individual Liberty and Mutual Respect' and 'Tolerance of Different Faiths and Beliefs' are already embedded in the EYFS curriculum and practice. Here are some of the ways we actively promote British Values within the Early Years:

| British Value | Approaches to Learning   |
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| Democracy     | <ul style="list-style-type: none"> <li>• Encouraging children to know their views count and their opinions are important, for example following the children's interests for topics and activities.</li> <li>• Encourage children to make decisions together e.g. when sharing a group toy like a large train set.</li> <li>• Encourage children to see their role in the 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.</li> <li>• Encourage children to value each other's views and beliefs and to talk about their feelings for example when they do or do not need help, topic ideas, ideas about how to organise an activity or circle time activities about likes and dislikes.</li> <li>• Provide opportunities for the children to vote for an activity, for example, choosing a theme for their role play area, choosing a book for story time or a song for song time by a show of hands.</li> <li>• Encourage children to complete activities that involve turn-taking, sharing, discussion and collaboration e.g. model making, role play activities and using equipment.</li> <li>• Use group times and circle times to encourage children to take turns, listening to others, and to value and respect the contributions made by others in the group.</li> <li>• Work together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.</li> </ul> |

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| <p>The rule of law</p>   | <ul style="list-style-type: none"> <li>• Encourage adults and children to work together, to create group rules</li> <li>• Discuss the need for rules and how they should be administered fairly e.g. the need for rules to keep everyone safe and happy.</li> <li>• Teach children to understand their own and others' behaviour and feelings, along with their consequences.</li> <li>• Work together to create an environment where actions are consistently followed through e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote.</li> <li>• Encourage and support children to learn how to distinguish right from wrong.</li> <li>• Encourage children to take turns, share and compromise.</li> </ul>  |
| <p>Individual Liberty</p>  | <ul style="list-style-type: none"> <li>• Encourage children to develop a positive sense of themselves.</li> <li>• Provide opportunities for children to develop their self-esteem and confidence in their own abilities. For example, by sharing achievements and successes and promoting independence.</li> <li>• Provide opportunities to take on risks, challenges and responsibilities and also encourage children to explore and discuss their thoughts, feelings and ideas with those they trust.</li> <li>• Encourage children to try a range of different activities and opportunities, and to discuss and select their own preferences.</li> <li>• Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.</li> <li>• Provide opportunities for children to follow and develop their own interests and ideas.</li> <li>• Provide activities for all children to engage in and actively challenge gender-specific tasks and activities.</li> <li>• Encourage children to reflect upon their similarities and differences, and appreciate and respect that others may have different views.</li> </ul>   |
| <p>Mutual Respect and Tolerance for Different faiths and beliefs</p> | <ul style="list-style-type: none"> <li>• Work as a group to create an environment that includes, values and promotes different faiths, cultures, view and races.</li> <li>• Provide opportunities for the children to make links with the wider community, for example outings to local places, inviting family members or speakers to visit the setting, or making links with a local charity.</li> <li>• Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life</li> <li>• Encourage the children to share their experiences with the group and allow the children to recognise similarities and differences between themselves and others. For example, by learning about festivals and special days, different types of family units, different occupations and places around the world.</li> <li>• Encourage children to learn about the world around them - both locally and further afield. For example: <ul style="list-style-type: none"> <li>○ local trips</li> <li>○ using books, stories, posters and videos etc. to learn about places far away</li> <li>○ cultural days</li> <li>○ local events and activities</li> <li>○ national celebrations.</li> </ul> </li> </ul> |

PROMOTING BRITISH VALUES AT NORTH NIBLEY C OF E PRIMARY SCHOOL  
 – Key Stage 1



| Learning Objective                                      | 'Lead' lessons | Themes   | Learning Outcomes  |
|---|----------------|--|--|
| To identify with different people and their cultures    | Geography      | Africa Topic (including aspects from our own Comenius Link to Kisumu, Kenya)       | We can say what part the school, local area and community play in the life of children in Kenyan children.   |
| To respect the opinions and beliefs of others           | R.E            |  | We can identify artefacts used and worn by Jewish people during worship and explain why these are important. |
| To uphold the rule of law                               | PSHCE          | School/class rules.<br>Belonging to groups<br>People Who Help Us                   | We can name groups of people who make rules and have some idea how rules are enforced.                       |
| To appreciate the importance of equality before the law | PSHCE          | Crossing the road, car safety, age related activities. Rights and responsibilities | We can conduct a discussion about the rights each child should have.   |

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| To cherish the individual liberty afforded to citizens of these islands            | PSHCE                   | Views about right and wrong. Laws in England – need for police and people who help us                              | We can recognise restrictions imposed on us by our leaders and why they are there.       |
| To support the principle of freedom of expression                                  | Science                 | All About Me!  | We can contribute to discussion and express an opinion clearly and effectively.          |
| To have some understanding of how a democratic political system works              | PSHCE                   | Discussions about the School Council and taking part in decision making.   | We can see the results of the School Council as part of a modern democratic system       |
| To understand and exercise the notion of fair play                                 | P.E                     | Team games, Playing fair   | We can understand that to break the rules should be an accidental and not deliberate act |
| To be committed to personal and social responsibilities                            | Geography               | Reduce, Recycle, Reuse   | We can appreciate that actions have consequences   |
| To develop a sense of community and togetherness                                   | Geography/<br>PSHCE     | What Can I Do? (focus on the local park – who is responsible for looking after it?)                                | We can address a range of community issues and contribute to solving them                |
| To be aware of significant personalities, events and turning points in our history | History                 | The Great Fire Of London, Florence Nightingale Work of Brunel  | We can explain why and how the railway was important in Victorian times                  |
| To be conversant with examples of British creativity and/or culture                | Music/<br>Art/<br>PSHCE | Songs, art and music. Special occasions e.g. Harvest, Shrove Tuesday, Saint days, Sport/Comic relief, Remembrance. | We can take part in various activities that can be passed on to future generations       |

# PROMOTING BRITISH VALUES AT NORTH NIBLEY C OF E PRIMARY SCHOOL

## – Key Stage 2



| Learning Objective  | 'Lead' lessons | Themes   | Learning Outcomes   |
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| To identify with different people and their cultures                              | Literacy       | Myths, legends, fables, parables and traditional stories inc. those from Spain and Brazil<br>Citizenship: 'Me in my community' | We can recognise different cultures and the stories that are told to celebrate these different situations and environments.<br>We understand that there is a wide variety of cultures and beliefs that make up our local community.   |
| To respect the opinions and beliefs of others                                     | RE / Computing | What do Christians believe God is like?<br>Where, how and why Christians worship<br>Staying safe online                        | We reflect on why there are many ideas about God and express our own understanding of God.<br>We can understand that Christians worship God in many ways.<br>We recognise the need to consider other's privacy and safety online.<br>We know how to keep ourselves safe online. |
| To uphold the rule of law   | PSHCE          | School & class based rules<br>Rights Respecting Schools/UNICEF (a project for 2016-17)   | We recognise the need to uphold the law and respect other's rights and views.   |
| To appreciate the importance of equality before the law                           | PSHCE          | Citizenship: Democracy / Rules and Rights  | We know how important it is that rules are created and followed by all.   |
| To cherish the individual liberty (freedom) afforded to citizens of these islands | PSHCE          | Citizenship: Myself and my relationships / working together<br>Citizenship: Democracy / Rules and Rights                       | We understand the right that everyone has for freedom of speech.  |

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| To support the principle of freedom of expression                                  | Science<br>R.E.             | Evolution & Inheritance<br>Forces / gravity<br>Earth and Space<br>Views on Creation   | We listen when others give their opinions and thoughts on a subject.  |
| To have some understanding of how a democratic political system works              | PSHCE                       | Citizenship: Democracy / Rules and Rights<br>(Including: opportunity to develop a mock General Election – May 2015)   | We recognise how the democracy system works in the UK.  |
| To understand and exercise the notion of fair play (tolerance)                     | PE                          | Wall / Net games<br>Team/partner work<br>Gymnastics / Dance<br>Athletics  | During team activities, we ensure that all team members are involved. We show patience and tolerance towards others, considering rules of fair play.  |
| To be committed to personal and social responsibilities (respect)                  | Geography /<br>PSHCE        | Mountains, Deserts & Seas<br>Climate zones<br>Deforestation (Brazil)<br>Local Area studies  | We understand that many climates and environments around the world need our help to avoid destruction. We appreciate there are many things we can do to support our community.  |
| To develop a sense of community and togetherness                                   | Geography /<br>PSHCE        | Mountains, Deserts & Seas<br>Rivers and Seas<br>Climate zones<br>Deforestation (Brazil)<br>Local Area studies   | We can work together to discover more about our environment and the world around us. We appreciate there are many things we can do to support our community.  |
| To be aware of significant personalities, events and turning points in our history | History                     | Roman conquest and settlement   | We can understand that the Romans were an important element of British history.   |
|  |                             | Who were the Gloucestershire Greats?<br>Holst, Peter Scott, Brunel, Tyndale, Pedersen, Jenner   | We appreciate the effect the 'Gloucestershire Greats' had on history (medicine, exploration etc.)   |
| To be conversant with examples of British creativity and/or culture                | Music / Art / D&T / History | Gustav Holst / Pachabel's Canon / Hall of the Mountain King<br>Printing / Roman pottery / Abstract painting<br>Design / creation of a Roman catapult<br>Impact of Romanisation on technology, culture and beliefs | We can explore and appreciate a range of British composers and their music.<br>We can use a range of artistic and design skills to support our understanding of British history.<br>We understand that the Romans were an important element of British history. |