

Examples of British Values Within the Curriculum

At Earley St Peter's CE Primary School, British Values are embedded across our taught curriculum and wider school life in line with Department for Education guidance. This document outlines where key aspects of British Values – democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs – are explicitly addressed through subject content. In addition to planned teaching, these values are explored through high-quality, age-appropriate discussions in response to current events, assemblies, school council activities and pupil leadership roles. They are also reinforced through the books we study, our approach to pastoral care, and through the ethos and expectations we uphold as a Church of England school.

Reception

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	Understanding the world	Understanding the world	PSED	Maths	Understanding the World
Unit	Our Big Wide World	Places of worship	All about me	Tally charts	People Who Help Us
Context	Studying countries of origin and learning about different cultures supports respect as a British Value by encouraging mutual understanding, promoting tolerance, developing empathy, and teaching children to appreciate and value diversity in an inclusive society.	Children are taught the importance of tolerance and what it means to be tolerant whilst considering differences in religions and non-faith.	Children discuss the importance of rules and why we need to follow them. Explain about rules of law in the country and the difference between law and rules.	Introducing children to tally charts and asking them to vote on a book to read as a class. Children will take part in a tally chart to show the number of votes for each book. They will then see that the one with the most is the one voted in. Explain this is democracy- a British Value.	Children will read 'You Choose' as part of this topic. It supports the concept of individual liberty by encouraging children to make their own decisions, celebrate differences, express themselves freely, and understand that everyone has the right to make their own choices in life
Outcome	Create various art pieces based on different areas of the world for example	Children will verbally discuss this in a circle time setting and during in class discussions.	Create posters for rules to follow as a class.	Children will discuss it and then listen to the story chosen.	Children will discuss this in a circle time session.

	Chinese lanterns and lotus plants from India.	Children's responses recorded on evidence me and in floor book.			
Curriculum Example 2					
Subject	Understanding the World	Understanding the world	Understanding the world	Understanding the world	The natural world
Unit	The Natural World	Our Big Wide World	Castles	The Tiger Who Came to Tea	Dear Earth
Context	Children to look at the importance of showing respect to our environment. Teaching children about looking after our environment links to respect as a British Value by encouraging them to appreciate, care for, and take responsibility for the world around them.	Children are taught about different countries and consider their own country of origin. They discuss being unique and celebrate differences. Children will learn about tolerance and the importance of showing tolerance to each other.	Children are taught about the monarchy and the King or Queen and the fact that they made laws. They consider why laws are important and what would happen without laws.	Children to discuss what they remember about democracy. What it means? Vote on what music to listen to during the tea party. The one with the highest number of votes wins.	Children discuss the importance of people's choices and how they impact the environment. By helping them understand that their choices impact the world, empowering them to make responsible decisions, think independently, and take positive action to protect nature.
Outcome	Litter picking around the school site.	Children will verbally discuss this in a circle time setting and during in class discussions. Children's responses recorded on evidence me and in floor book.	Discussion and Role play.	Listen to the chosen piece of music during their tea party.	Painting different environments with watercolour.

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	RE	Reading	PSHE	PSHE	Reading
Unit	God and Creation	Beegu	Rules	Rules	Fantastically great women who changed the world
Context	Christians believe they are responsible for looking after God's creation.	The main character in Beegu is an alien who feels excluded. We draw a relation to this story and how a new child might feel on their first day at school.	At the start of the year we introduce rules in our PSHE lesson. We then use picture cards showing different scenarios (e.g. helping a friend, pushing in line). Children sort them into "Following Rules" and "Breaking Rules" piles.	After learning about rules and why they are important the children work in groups to generate 2 rules they think are important for the class. The class then vote on the top 5 to create a Class Charter.	Amelia Earhart – The Right to Follow Your Dreams We all have the freedom to be who we want to be and achieve our goals.
Outcome	The children create something that is then destroyed. We discuss what it feels like when something we really like and spent time making is mistreated. We reflect on this and discuss how we would want our belongings to be treated.	As we read the story, we draw out some of the emotions that Beegu feels as someone who is new and different. We then discuss how a new child might feel on their first day at school. We then discuss ways we could help someone new feel welcome on their first day.	We then discuss why some actions are wrong and what should happen if someone breaks a rule.	Children vote to create a whole class charter.	The children draw a picture and write a sentence about what they want to be when they grow up, just like Amelia followed her dream of flying. We then go on to discuss that, like Amelia, everyone has the right to follow their own dreams and try new things.
Curriculum Example 2					
Subject	PSHE	PSHE	PSHE	PSHE	PSHE

Unit	Diverse Britain	Growing Up	Diverse Britain	Diverse Britain	Diverse Britain
Context	Children discuss what it is like living in the UK and how diverse it is. We embrace our differences and treat everyone with kindness and respect.	We look at different types of families and discuss that all families look different and that's okay.	We talk about what rules are, why they are needed and why different rules are needed for different situations.	Introduce the concept of leadership and elections. We read the book 'Duck for President' by Doreen Cronin and discuss how Duck was chosen and what it means to be a leader.	What makes me proud of Britain?
Outcome	The children draw and/or write about what they like best. We then share these with the class and celebrate our differences.	Discussion in class.	Draw a picture and write a sentence to describe ways to improve the school community.	Discussion in class and creating campaign posters for a classroom job.	Children draw and label a picture to show what makes them proud to be British.

Year 2

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	RE	PSHE	PSHE	English	History
Unit	Judaism- Passover	Similarities and differences between our lives and the lives of others	Staying Safe	The Day the Crayons quit Persuasive letters	History of flight
Context	Why is food an important part of many celebrations? Showing respect for other	Does a family have to look a certain way to be considered a family? What makes a family a family?	What is danger? Understanding that rules are there to keep us safe.	Looking at persuasive letters and voting for the one we consider most	Learning about Bessie Coleman and the impact of the first flight.

Building Strong Foundations for the Future

	people's traditions and practices.	Different family set ups		persuasive. Looking at features as to why. When else might people try to persuade us?	
Outcome	Discussion & written work in RE books.	Discussion & written work in PSHE books.	Discussion & written work in PSHE books.	Discussion	Discussion & written work in Foundation books.
Curriculum Example 2					
Subject	Reading	RE	History	History	PSHE
Unit	Ground-breaking Musicians- Aretha Franklin	Christianity- Gospel- What did Jesus teach?	Who are the Monarchy?	Who are the Monarchy?	What makes us special?
Context	Non Fiction text about Aretha Franklin's life. Discussion on the rights of African American Woman in the 1960s.	Parable- Good Samaritan/Jesus heals the paralysed man. Jesus helped members of society who others judged and segregated.	Understanding the role of a monarch in the UK today.	How did William the Conqueror become the king of England? Is it fair that you can become the king of England by winning a battle?	What makes you unique? What are your likes and dislikes?
Outcome	Discussion	Discussion & written work.	Discussion & written work in Foundation books.	Discussion & written work in Foundation books.	Artwork- collage

Year 3

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	School Value	PSHE	PSHE	School council	PSHE
Unit	Throughout school	Relationships	Living in the wider world	Autumn 1	Living in the wider world
Context	Children are reminded of this daily.	Challenging Sterotypes	Understanding why we have rules	Taught through voting system for fairness.	Human rights

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Outcome	Taught throughout the school in the day to day activities of the whole school.	True or False discussion cards. Whole class discussion.	Children make up their own rule and give reasons why it should be a rule.	Class vote for hearing others.	Children study human rights and discuss which ones are more important.

Year 4

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	PSHE	Reading	R.E.	School council	PSHE- Spring 2
Unit	Spring 1- Managing dares, secrets, bullying	Autumn 1- Boy at back of class	Autumn 1 - Judaism	Autumn 1	We are all different
Context	Taught through scenarios and group discussion	Through vocabulary taught	10 commandments are part of an agreement between God and Jewish people.	Taught through voting system for fairness.	Comparing how they are unique.
Outcome	Class discussion	Discussion	Discussion- Which do they agree with and why? Diamond 9 (10) to rank for importance.	Class vote for hearing others.	Discussions and Venn diagrams.
Curriculum Example 2					
Subject	RE- Spring 1	PSHE- Summer	PSHE- Summer	History-Autumn	History- Spring

Unit	Christianity- What do Christians learn from the creation story?	Living in the wider world- Rights and responsibilities.	Living in the wider world- Rights and responsibilities	Romans	Anglo Saxons
Context	Pictures- prompt discussion Case studies- Monks/ forest churches reconnecting with creation.	Appreciate the differences and diversity of our community. What do we do to show respect for different religions and cultures?	Discussions around money earned, ages you have to be for social media accounts etc.	Is it right leadership positions are not democratically elected?	Did girls and boys have a choice in the jobs they wanted to do as settlers?
Outcome	Written work Discussion about how they look after world Art- RE inspired	Discussion Art	Discussion and written	Discussion	Discussion and written work comparing push and pull factors

Year 5

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	Reading	RE	PSHE	History	RE
Unit	Spring 1 and 2 Wonder	Spring 1 and 2 Wonder	Summer Living in the wider world	Spring 1 Ancient Greeks	Summer 2 Freedom and justice
Context	Discussion throughout the book about how different characters treat each other (some are respectful and others aren't).	Discussion throughout the book about the importance of being tolerant towards people who are different to us.	The importance of respecting the law, and consequences for breaking the law.	Explaining the function of democracy in of Athens compared with dictatorship in Sparta	Discussion throughout the unit about how Christians should fight injustice and advocate for people's right to individual liberty

Outcome	Class discussion	Class discussion	Group discussion about specific laws and what our nation would be like without laws.	Class discussion	Discussion
Curriculum Example 2					
Subject	PSHE	PSHE	PSHE	PSHE	PSHE
Unit	Summer Living in the wider world	Summer Living in the wider world	Summer Living in the wider world	Summer Living in the wider world	Summer Living in the wider world
Context	Lesson about Identities Discuss how we can show respect for people whose faith or ethnicity is different from our own	Lesson about Identities Discuss how we can be tolerant of people whose faith or beliefs are different from our own	Focus on local and national government	Focus on local and national government	Understanding that we are global citizens and recognising that there are human rights which are there to protect everyone.
Outcome	Class discussion	Class discussion	Group discussion about the importance of laws at a local and national level	Discussion about how democracy functions within local and national government	Class discussion

Year 6

	Respect	Tolerance	Rule of Law	Democracy	Individual Liberty
Curriculum Example 1					
Subject	PSHE	Religious Education	Discrete Lesson	Reading	PSHE
Unit	Relationships	Christianity: The Kingdom of God	British Values: The Rule of Law Link in to School Rules	The Boy in the Striped Pyjamas	Relationships

Context	Positive and negative relationships	Looking at the similarities of the values of many faiths. Understanding that even within one faith people have different ideas/traditions.	The story of Rosa Parks British values: The rule of law - BBC Teach Everyone is equal before the law, the actions of governments or rulers can be challenged in court, in a fair society no-one is above the law.	When Hitler visited Bruno's family for dinner	Forced marriage
Outcome	Discussed and written piece of work	Discussion Poster	Discussion Flip Chart Paper – everyone writes on a post-it note what they think they have learned/think is important.	Dictatorship versus Democracy What did it mean for Bruno's family? What did it mean for Pavel's family?	Discussion
Curriculum Example 2					
Subject	Reading	Religious Education	Discrete lesson	History	Art
Unit	The Boy in the Striped Pyjamas	Gospel	British Values: The Rule of Law	WW2	Maya Art
Context	Behaviour towards Pavel (a Jewish man)	Impact of Jesus' teaching to build strong foundations for living Beatitudes How do other religious texts show strong foundations for living. Discussion on tolerance.	How laws are made in UK? Why it's important to follow them?	Democracy in history: Ancient Greece, Magna Carta, French Revolution, After WW1 Germany became a republic. How was Hitler able to take control and create a dictatorship?	Creating a work of Art inspired by Maya art that depicts the child's own personality, interests. Discussion on the importance of having the freedom to be you, make your own decisions and have your own opinions as long as it is within the law.

Outcome	Discussion and written work	Written piece of work Discussion	Discussion	Discussion	Artwork in sketch books.
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