



# **BRITISH MORAL VALUES CURRICULUM COVERAGE**

Sept 23

## British Moral Values Intent

At Wheatlands we recognise the importance of the non-statutory advice on British Values from the DfE (2014) which states that schools must now promote British Values and the Prevent Strategy.

Wheatlands actively promotes and teaches the Fundamental British Values of;

- Democracy: respect for democracy and support for participation in the democratic process.
- The Rule of Law: respect for the basis on which the law is made and applies in England.
- Individual Liberty: support and respect for the liberties of all within the law.
- Mutual Respect for, and tolerance of those with different faiths and beliefs and for those without faith: support for equality of opportunity for all and respect and tolerance of different faiths, religions and other beliefs.

### **Statement Intent**

At Wheatlands we intend our values to be at the heart of our school's work. This is achieved through the effective spiritual, moral and cultural development of our pupils as part of a broad and balanced curriculum and extra-curricular activities, through links with both our local and global community. In promoting our children's SMSC we demonstrate our commitment to actively promoting Fundamental British Values in ways which are appropriate to our student's age, ability and need and which is bespoke to our area. We intend to foster in them a sense of pride about where they live and to teach them about the multi-cultural global community that exists beyond Redcar.

We aim to do this by utilising cross curricular links through all subjects. Our schemes of work highlight opportunities to promote Fundamental British Values so that it becomes increasingly embedded and is not seen as a 'stand-alone' subject.

Through effective planning, teaching and learning of Fundamental British Values we intend to;

Equip our children with the knowledge, skills and understanding to enable them to grow up successfully in a modern Britain.

Enable students to develop their self-knowledge, self-esteem and self-confidence.

Enable children to distinguish right from wrong and to respect the civil and criminal law of England.

Encourage children to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of our school and to society more widely.

Enable students to acquire a broad general knowledge of and respect for public institutions and services in England and our local area.

Encourage further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.

## British Values: EYFS and Key Stage 1

Democracy		Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with different faiths and beliefs.
<i>To be able to make choices and begin to understand and respect the democratic process.</i>		<i>To understand the need for rules and why they keep us safe.</i>	<i>To be sensitive and to respect the feelings of others.</i>	<i>To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</i>
EYFS	<p>To understand that we all have a voice.</p> <p>To be able to express their own opinion.</p>	<p>To know what is right/ wrong.</p> <p>To understand the need for rules.</p> <p>To work as part of a group and be able to follow the rules of play.</p>	<p>To be able to talk about how they feel.</p>	<p>To know that people have things in common, but everyone is unique.</p>
Year 1	<p>To be able to express and justify their own opinion.</p> <p>To understand that theirs and others' views count.</p> <p>To understand the importance of teamwork.</p>	<p>To recognise that they are all members of a community and for the community to work well they should follow rules.</p> <p>To know who helps them follow the rules in school and in the wider community.</p> <p>To begin to develop an appreciation that living under the rule of law protects us and keeps us safe.</p>	<p>To develop an awareness of their own needs, views and feelings.</p> <p>To be sensitive to and respect the feelings of others.</p>	<p>To identify and respect the similarities and differences between people.</p>
Year 2	<p>To make choices and begin to understand and respect the democratic process.</p>	<p>To understand that everyone, including themselves, in a community has rights and responsibilities.</p>	<p>To begin to develop an understanding that people have their own feelings and beliefs that must be respected.</p> <p>To make informed decisions</p>	<p>To understand why we must respect the similarities and differences between people.</p> <p>To begin to develop an acceptance that other people have different faiths and beliefs and that some have no belief at all.</p>

# British Values: Lower Key Stage 2

Democracy		Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with different faiths and beliefs.
<i>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</i>		<i>Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</i>	<i>To understand that individual liberty is the right to believe, act and express oneself freely.</i>	<i>To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.</i>
<b>Year 3</b>	<p>To understand the term democracy and why it is important.</p> <p>To develop an understanding of how they can influence decision-making through the democratic process.</p> <p>To take part in a fair vote.</p>	<p>To understand the term rule of law and develop an appreciation that living under the rule of law protects individual and is essential for their wellbeing and safety.</p> <p>To follow and value rules.</p>	<p>To value and respect everyone and their opinions.</p> <p>To be able to respect and celebrate the uniqueness of each individual and the power of being different.</p>	<p>To understand that we don't have to be friends with everyone but we can be friendly whether we are similar or different.</p> <p>To understand and describe how to be welcoming to everyone.</p>
<b>Year 4</b>	<p>To explore ways to express an opinion and campaign for democratic change.</p> <p>To take part in a Q and A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion.</p>	<p>To explore and make rules, learning their value and purpose.</p> <p>To understand why rules are needed, explaining this to someone else.</p>	<p>To develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>To choose vocabulary to describe their individual personality.</p> <p>To consider the hopes and dreams they have.</p>	<p>To know what different people living in a diverse Britain are like.</p> <p>To develop an acceptance that other 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.</p>

## British Values : Upper Key Stage 2

Democracy		Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with different faiths and beliefs.
<i>To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England</i>		<i>To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</i>	<i>To enable students to develop their self-knowledge, self-esteem and self-confidence.</i>	<i>To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</i>
Year 5	<p>To understand the term democracy and why it matters.</p> <p>To understand how all citizens, including themselves, can influence decision-making through the democratic process in the wider context of the community.</p>	<p>To understand why we have the ‘rule of law’ and rules in general.</p> <p>To explore rules, learning their purpose and value.</p> <p>To discuss/ debate rules and laws and if they think they are fair and of value.</p>	<p>To understand that individual liberty has to be within the law and rules.</p> <p>To understand that we have the right to live in, and allow others, freedom and individual liberty.</p> <p>To explore my own individual liberty to be who I want to be.</p>	<p>To understand that all people are different but equal.</p> <p>To understand the importance of identifying and combatting discrimination.</p>
Year 6	<p>To understand how the democratic process has developed over time in the UK from 1265 till present day.</p>	<p>To understand that there is a separation of power between the executive and the judiciary.</p> <p>(The Legislature makes laws. The Executive puts those laws into effect and plans policy. The Judiciary administers justice by interpreting the law when its meaning is in dispute, ensuring the law is upheld.)</p>	<p>To explore ways to support other people’s right to live in freedom and individual liberty.</p> <p>To explore the UN Children’s Rights.</p> <p>To understand that the freedom to choose and hold other faiths and beliefs is protected in law; and should not be the cause of prejudicial or discriminatory behaviour.</p>	<p>To understand that sensitivity and awareness of community is essential before exploring identity.</p>