



PSHE and Links to Fundamental British Values (FBM)

Intent

Department for Education state: Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

The way in which Wheatlands promotes FBV is through preparing learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British Values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law".

How Wheatlands and the chosen programme promotes the individual strands of FBV. Note: Many of the aspects of FBV are taught within the broad spectrum of Jigsaw lessons (see tables below)

Democracy:

Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. Lessons aim to ensure that a safe learning environment is created. They encourage children (and adults alike) to listen carefully to one another and respect the right of others whilst having opportunities to have their own opinions and voices heard. Lessons encourage children to take ownership of their learning through their reflection time when recording their thoughts, feelings and ideas. Opportunities are given to all of the children to share their thinking, thoughts and ideas with others if they feel comfortable doing so.

The Rule of Law:

Children are taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces within the Jigsaw scheme. At Wheatlands we believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others. Children are taught the value, importance and reasoning behind why rules exist. There are lots of opportunities throughout all age groups to explore making positive choices as well as how this balances with consequences. Making positive behavioural choices is explored through class, partner and group discussions. Opportunities for children to explore their thoughts during 'Pause for Thought' moments invite children to consider how they feel in the present moment, impacting choices and individual thinking.

Individual Liberty:

Carefully delivered lessons nurture the whole child and increase learning capacity, underpinned by mindfulness philosophy and practice. These opportunities are vital for children's development, understanding of themselves and others, and increasing their capacity to learn. Children are provided with opportunities to make informed choices and feel comfortable expressing their views. An overarching ethos at Wheatlands aims to always make every child feel welcomed, valued and comfortable and therefore promoting a positive learning environment.

Mutual respect:

Wheatlands aims to enable and teach children to have respectful discussions on sensitive subjects. Lessons include phrasing, suggested use of language and terminology as well as open-ended questions sensitively and reflectively. Topics involve thought-provoking and sensitive subjects. As children get older, they will build on previous knowledge and skills to develop their ability to listen to others respectfully, debate other people's views and consider ways that we can be accepting of those who may be different to ourselves. In lessons, views points are encouraged and welcomed, and this ensures that children feel able to freely express their faith, feelings and values in an environment of mutual respect.

Tolerance of those of different faiths and beliefs:

Celebrating Difference specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other, no matter how much the world might find difference a cause for conflict. Children learn to be interested in what makes them all unique and this includes the way they embody our beliefs, feelings and values. Children also learn about the Equality Act and ensure that the faiths, feelings and values of others are respected. Wheatlands aims to permeate tolerance into other areas of school life and support children in ensuring that all differences in faith and beliefs are celebrated and respected.

| Being Me in My World | | | | | | | | |
|---|---|---------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|
| Opportunities to promote the British Values in the puzzle: Being Me in My World | | F1/2 (3-5) | Year 1 (5-6) | Year 2 (6-7) | Year 3 (7-8) | Year 4 (8-9) | Year 5 (9-10) | Year 6 (10-11) |
| Democracy | Learning about our rights and responsibilities (UNCRC) | 5, 6 | 2, 3, 6 | 2 | 3 | 3, 6 | 2, 3 | 2 |
| | Making a choice or decision | | | | | 6 | | 3 |
| | Learning about rewards, choices and consequences | | 5 | 3, 4 | 4 | 4 | 5 | 4 |
| | Expressing my viewpoints | | | | | | 6 | 6 |
| | Listening to, valuing and respecting the views of others | 3, 4 | | | 6 | | 6 | 6 |
| Rule of Law | Creating a safe, happy environment to learn | 5, 6 | | 3 | | 1, 4 | 3 | 5, 6 |
| | Understanding rules and why they are important | | | | 3 | | 4 | 2, 3 |
| | Making positive behavioural choices | | 5, 6 | 6 | 4, 5 | 1, 4 | 4 | 2, 3 |
| | Learning about our responsibilities | 6 | 2, 3 | 2 | 5 | | 2 | |
| | Safeguarding and keeping safe | 5 | | | | | | |
| Individual Liberty | Making informed choices | | | 5 | | | 4 | |
| | Expressing individual views respectfully | | 4, 5 | | | | | |
| | Welcoming others and creating a positive learning environment | | | 1, 5 | 1 | 1, 2 | | 1 |
| | Children's rights (UNCRC) | | 2, 3, 6 | 2 | 3, 5 | | 2, 3 | 2, 3, 4 |
| | Personal development (SMSC) | | | 1 | 1 | | 1 | 1 |

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|-----------------------|--|---|------|------|------|------|---|---|
| Mutual Respect | Developing positive relationships with others (peers and adults) | | 1, 2 | 2 | 1, 2 | 1 | | 1 |
| | Making and maintaining friendships | | 2 | | | 1 | | |
| | Welcoming others and treating others fairly | 1 | 1, 4 | 1, 2 | | 1, 4 | 3 | 2 |
| | Treating others with kindness and respect | | 4 | | 5 | 4 | | 1 |
| | Socialising and including others | | 5 | | 5 | 2 | 5 | 5 |
| | Teamwork and collaborating | | 5 | | | | | |

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|---|--|--|------|------|------|---|------|------|
| Tolerance of those of different faiths and beliefs | Anti-bullying and prejudice | | | | | | | |
| | Belonging and feeling valued | | 2, 3 | 1, 2 | 1, 3 | 1 | 1 | 1 |
| | Learning about different faiths, cultures and people who are different to me | | | | | | | 2 |
| | Listening to and showing respect towards other viewpoints | | 4 | | 6 | | 1 | |
| | Learning about diversity | | | | | | | 2, 3 |
| | Being respectful towards others | | 3 | 3, 4 | 5 | 1 | 4, 5 | 4, 5 |

| Celebrating Difference | | | | | | | | |
|---|---|---------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|
| Opportunities to promote the British Values in the puzzle: Celebrating Difference | | F1/2 (3-5) | Year 1 (5-6) | Year 2 (6-7) | Year 3 (7-8) | Year 4 (8-9) | Year 5 (9-10) | Year 6 (10-11) |
| Democracy | Learning about our rights and responsibilities (UNCRC) | | | 4 | | | | |
| | Making a choice or decision | | | | | | | |
| | Learning about rewards, choices and consequences | 3 | | | | | | 3 |
| | Expressing my viewpoints | | | 4 | | | 1, 6 | |
| | Listening to, valuing and respecting the views of others | | | | | | 1, 2, 4 | 3, 6 |
| Rule of Law | Creating a safe, happy environment to learn | 6 | | 4 | 3, 5 | 3, 4 | 4 | 3 |
| | Understanding rules and why they are important | | | | 5 | | | |
| | Making positive behavioural choices | | | | 3, 5 | | 3, 4 | 3 |
| | Learning about our responsibilities | | | | | 3 | | |
| | Safeguarding and keeping safe | | | 4 | | | 4 | 3, 4 |
| Individual Liberty | Making informed choices | 6 | | | | | | 2 |
| | Expressing individual views respectfully | | | 1 | | 2 | 5 | 2 |
| | Welcoming others and creating a positive learning environment | | 3, 4, 5 | 1, 2 | 3, 4, 5 | | 2, 3 | 2, 3, 5 |
| | Children's rights (UNCRC) | | | 4 | | | 2, 3 | 2 |
| | Personal development (SMSC) | 1 | | | | 5 | | |

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|----------------|--|---|------------|---------|---------|---------|------|---------|
| Mutual Respect | Developing positive relationships with others (peers and adults) | 5 | 4 | 5 | 1 | | 1 | 2 |
| | Making and maintaining friendships | 5 | 4 | 5 | | | | |
| | Welcoming others and treating others fairly | 5 | 1, 2, 3, 4 | 2, 3, 5 | 3, 4, 5 | 2, 3, 4 | 6 | 2, 5 |
| | Treating others with kindness and respect | 3 | 2 | 1, 3, 6 | | 2 | 1, 6 | 1, 5, 6 |
| | Socialising and including others | | | | | | | |
| | Teamwork and collaborating | | | | | | | |

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|--|--|------|---------|------|---------|------------|---------|------------|
| Tolerance of those of different faiths and beliefs | Anti-bullying and prejudice | | 1, 3, 4 | 3 | 2, 3, 4 | 1, 2, 3, 4 | 2, 3, 4 | 3, 4 |
| | Belonging and feeling valued | 2, 5 | 5 | | 6 | | 1 | 1, 2, 5 |
| | Learning about different faiths, cultures and people who are different to me | | 2 | 6 | 1 | 1 | 1, 6 | 1 |
| | Listening to and showing respect towards other viewpoints | | | | | | 5 | |
| | Learning about diversity | 3, 4 | 1, 6 | 1, 2 | 1 | 1 | 2 | 1, 2, 5 |
| | Being respectful towards others | | | | | 1, 2 | | 1, 2, 5, 6 |

| Dreams and Goals | | | | | | | | |
|---|---|---------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|
| Opportunities to promote the British Values in the puzzle: Celebrating Difference | | F1/2 (3-5) | Year 1 (5-6) | Year 2 (6-7) | Year 3 (7-8) | Year 4 (8-9) | Year 5 (9-10) | Year 6 (10-11) |
| Democracy | Learning about our rights and responsibilities (UNCRC) | | | | | | | |
| | Making a choice or decision | 5 | | | | | | 4, 5 |
| | Learning about rewards, choices and consequences | | 3 | 6 | | | 2 | 4, 5 |
| | Expressing my viewpoints | | | 5 | | 6 | 1 | |
| | Listening to, valuing and respecting the views of others | | 3 | 3, 4 | | | 5 | 4, 5, 6 |
| Rule of Law | Creating a safe, happy environment to learn | | | 4 | | 3 | | |
| | Understanding rules and why they are important | | | | | | | |
| | Making positive behavioural choices | | | 5 | | 4 | | |
| | Learning about our responsibilities | | | | | | 1 | |
| | Safeguarding and keeping safe | | | | | | | |
| Individual Liberty | Making informed choices | | 4 | 1, 2 | 3 | | 1 | 1, 2 |
| | Expressing individual views respectfully | | | | 5 | 4 | | |
| | Welcoming others and creating a positive learning environment | | | | | 1, 3 | | |
| | Children's rights (UNCRC) | | | | | | 6 | |
| | Personal development (SMSC) | 3 | 5, 6 | 1, 2 | 1, 4 | | 1, 3 | 1, 2 |

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|-----------------------|--|------|---|------|---|------|------|---------|
| Mutual Respect | Developing positive relationships with others (peers and adults) | 4 | 3 | 3 | | | | 3, 4 |
| | Making and maintaining friendships | | | | | | | |
| | Welcoming others and treating others fairly | 4 | | | 1 | 2, 4 | | 4, 6 |
| | Treating others with kindness and respect | 4 | | 6 | | 2 | 4 | |
| | Socialising and including others | | 3 | 3 | | 6 | 5, 6 | |
| | Teamwork and collaborating | 1, 2 | 3 | 4, 5 | 5 | | 6 | 3, 4, 5 |

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|---|--|---|------|---------|---|--|------|---------|
| Tolerance of those of different faiths and beliefs | Anti-bullying and prejudice | | | | | | | |
| | Belonging and feeling valued | 2 | 2, 3 | | 2 | | | 3, 4, 6 |
| | Learning about different faiths, cultures and people who are different to me | | | | | | 4, 5 | 3 |
| | Listening to and showing respect towards other viewpoints | | | | | | 6 | |
| | Learning about diversity | | | | 1 | | | 4 |
| | Being respectful towards others | 2 | 2, 3 | 3, 4, 6 | 1 | | 2 | 3 |

| Healthy Me | | | | | | | | |
|---|---|---------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|
| Opportunities to promote the British Values in the puzzle: Celebrating Difference | | F1/2 (3-5) | Year 1 (5-6) | Year 2 (6-7) | Year 3 (7-8) | Year 4 (8-9) | Year 5 (9-10) | Year 6 (10-11) |
| Democracy | Learning about our rights and responsibilities (UNCRC) | | | | | 1 | | |
| | Making a choice or decision | | | | | 1, 5 | | |
| | Learning about rewards, choices and consequences | | | | | 5 | | |
| | Expressing my viewpoints | | | | | 6 | | |
| | Listening to, valuing and respecting the views of others | | | | | | | |
| Rule of Law | Creating a safe, happy environment to learn | | | | | | | |
| | Understanding rules and why they are important | | 4, 5 | | | 6 | | |
| | Making positive behavioural choices | | | | 5 | 6 | | |
| | Learning about our responsibilities | | | | 4 | | | 2 |
| | Safeguarding and keeping safe | 6 | 4, 5 | 6 | | | 2 | 2, 3, 4 |
| Individual Liberty | Making informed choices | 2 | 1, 2 | 4 | 4 | 1, 5 | 4, 6 | 1, 4 |
| | Expressing individual views respectfully | | | 2 | | 3 | | |
| | Welcoming others and creating a positive learning environment | | | | 1 | 6 | | |
| | Children's rights (UNCRC) | | | | | 2 | | 1, 2 |
| | Personal development (SMSC) | 4 | 6 | 3, 6 | 2, 3, 5 | 3, 4 | 1, 2, 3 | 2, 3 |

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|-----------------------|--|------|--|---|---|------|------|------|
| Mutual Respect | Developing positive relationships with others (peers and adults) | 3, 4 | | 5 | | 1 | | 3, 5 |
| | Making and maintaining friendships | | | 5 | | 1 | | |
| | Welcoming others and treating others fairly | | | | 1 | 5 | | |
| | Treating others with kindness and respect | | | | 1 | 5 | 4, 5 | |
| | Socialising and including others | 3 | | | | 2, 5 | 4, 5 | |
| | Teamwork and collaborating | | | | 3 | 2 | | 3 |

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|---|--|---|--|---|------|---|------|------|
| Tolerance of those of different faiths and beliefs | Anti-bullying and prejudice | | | | | 5 | | |
| | Belonging and feeling valued | 6 | | | | 2 | | 5 |
| | Learning about different faiths, cultures and people who are different to me | | | | | | | |
| | Listening to and showing respect towards other viewpoints | 4 | | | 3, 6 | 6 | | 6 |
| | Learning about diversity | | | | | 2 | | |
| | Being respectful towards others | | | 4 | 3, 6 | | 4, 5 | 5, 6 |

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|----------------|--|---------|------|------|------------|------|------|------|
| Mutual Respect | Developing positive relationships with others (peers and adults) | 2, 3 | 2 | 3, 4 | 2 | 1, 2 | 1, 2 | 2 |
| | Making and maintaining friendships | 2, 3, 6 | 2 | | | 1, 4 | 6 | 4 |
| | Welcoming others and treating others fairly | 1 | 2, 5 | | 5, 6 | | 3 | 1, 4 |
| | Treating others with kindness and respect | 4, 5 | 3, 6 | | 1, 2, 5, 6 | 5, 6 | | 1 |
| | Socialising and including others | 6 | | 3 | 2 | | 1 | 6 |
| | Teamwork and collaborating | 6 | | | 1, 2 | | | |

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|--|--|------|---|------|------|------|------|------|
| Tolerance of those of different faiths and beliefs | Anti-bullying and prejudice | 4, 5 | | | | | 4, 6 | 4, 6 |
| | Belonging and feeling valued | 3 | 2 | 6 | 1, 6 | 1, 4 | | 2 |
| | Learning about different faiths, cultures and people who are different to me | 3 | | 1 | 4, 5 | | | |
| | Listening to and showing respect towards other viewpoints | | | | | | | |
| | Learning about diversity | | 1 | 1 | 4, 5 | | 1 | |
| | Being respectful towards others | 6 | 1 | 1, 3 | 5 | 6 | | 4, 6 |

| Changing Me | | | | | | | | |
|---|---|---------------|-----------------|-----------------|-----------------|-----------------|------------------|-------------------|
| Opportunities to promote the British Values in the puzzle: Celebrating Difference | | F1/2 (3-5) | Year 1 (5-6) | Year 2 (6-7) | Year 3 (7-8) | Year 4 (8-9) | Year 5 (9-10) | Year 6 (10-11) |
| Democracy | Learning about our rights and responsibilities (UNCRC) | | | | | 5 | | |
| | Making a choice or decision | | | | | | | |
| | Learning about rewards, choices and consequences | | | | | 5 | | |
| | Expressing my viewpoints | | | 4, 5 | | | | |
| | Listening to, valuing and respecting the views of others | | | 4, 5 | | | | |
| Rule of Law | Creating a safe, happy environment to learn | | | | | | | |
| | Understanding rules and why they are important | | | | | | | |
| | Making positive behavioural choices | | | | | | | |
| | Learning about our responsibilities | | | | | | | |
| | Safeguarding and keeping safe | | 4 | 5 | | | | |
| Individual Liberty | Making informed choices | | | 2 | | 4 | 1, 6 | 1 |
| | Expressing individual views respectfully | | | 5 | 2, 3, 6 | 4 | | 1, 5 |
| | Welcoming others and creating a positive learning environment | | 4 | | | | | |
| | Children's rights (UNCRC) | | | 5 | | | 1, 5 | |
| | Personal development (SMSC) | 2, 4 | 2, 3, 5 | 1, 4 | 3, 4, 6 | 1, 3 | 5 | 6 |

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|-----------------------|--|------|------|---|---|---|------|------|
| Mutual Respect | Developing positive relationships with others (peers and adults) | 1, 3 | 5 | 6 | 5 | | | 4, 6 |
| | Making and maintaining friendships | | | | | 6 | 6 | 4 |
| | Welcoming others and treating others fairly | | | | | | | |
| | Treating others with kindness and respect | 4 | 1, 4 | | 5 | | 2, 3 | 3 |
| | Socialising and including others | | 2 | | | | 5, 6 | |
| | Teamwork and collaborating | | | | | | | |

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|---|--|---|---|--|------|---|------|------|
| Tolerance of those of different faiths and beliefs | Anti-bullying and prejudice | | | | | | | |
| | Belonging and feeling valued | | 1 | | | | 6 | 2, 6 |
| | Learning about different faiths, cultures and people who are different to me | | | | | | | |
| | Listening to and showing respect towards other viewpoints | | | | 2, 5 | | | 5, 6 |
| | Learning about diversity | | 1 | | | | | |
| | Being respectful towards others | 4 | 4 | | 2, 5 | 3 | 1, 6 | 2, 4 |