

Claregate Primary School - Promoting British values throughout the whole school curriculum

Objective	Year	Subject	Unit of Work	Success Criteria
To identify with different people and their cultures	R	Understanding of the World	Celebrations topic Throughout the Year during relevant celebrations such as Chinese New Year; Eid etc	Can pupils talk about their own culture and family traditions? Can pupils start to ask questions of others.
	1	RE	Diwali, Christmas, Easter, Eid, Hanukkah, Bonfire Night	Are pupils able to understand that different cultures celebrate different celebrations and that all are valuable and important to those celebrants?
	2	RE	Celebrations	Are pupils able to ... Identify and compare how different religions celebrate festivals.
	3	History RE	Aztec Art What is faith?	Are pupils able to appreciate a different culture and identify with different aspects?
	4	RE	All planned units	Are pupils able to ... Respect the thoughts values and practises of others Aware of different worn religious symbols and their significance
	5	RE	Muslims/Sikhism	Are pupils able to identify people from different cultures?
	6	R.E	Christian Religious Buildings, Muslim (What is the Qur'an?), Faith through Art.	Are pupils able to identify people from different cultures?
To respect the opinions and beliefs of others	R	PSED CLL	Circle time: we respect others' time to speak. Remembrance Sunday-making own poppies	Can pupils listen when others are speaking eg, Show and Tell – learning to respect the opinions of others.
	1	Cross curricular	Through circle times and behavioural management, story times	Children understand the rules in the classroom and understand that everyone's opinion is important?
	3	RE	Why do Hindus celebrate Diwali?	Are pupils able to understand the significance of the festival of Diwali and its importance?

	4	RE	All planned units	Are pupils able to ... All lessons Respect the thoughts values and practises of others
	5	Cross-curricular	Discussions during lessons.	Are pupils able to listen to, offer opinions and show respect for the beliefs of others?
	6	Cross-Curricular	Debates held across the curriculum	Are pupils able to respect the opinion and beliefs of others during class debates? Are pupils able to argue a particular viewpoint?
To uphold the rule of law	R	PSED CLL	Establish class rules together through discussion and modelling/role play. We ensure pupils understand their need and importance. We use the phrase 'good' and 'bad' choices. Rules are displayed.	Can pupils talk about what a good /bad choice is and a consequence for those choices? They can access reminders through photos up on display and simple mind maps.
	1	Cross curricular	Through circle times and behavioural management, story times, assembly	Are pupils able to understand that rules and laws must be followed for a harmonious society?
	2	Assemblies Start of year	Following rules within school Designing class rules	Are pupils able to ... Name and follow rules. Talk about what is fair and what is not.
	3	DT	Food Packaging – food labelling and current food safety legislation	Are pupils able to understand the need for food hygiene legislation to ensure public safety?
	5	PSHE: School rules	Daily following of rules in school. Police Talks: Age of criminal responsibility	Are pupils able to recognise boundaries set through rules? Are pupils able to accept consequences that happen when rules are broken? Are pupils aware of the age of criminal responsibility?
	6	PSHE History	Transition to KS3: Age of criminal responsibility Crime and Punishment across the ages	Are pupils aware of the age of criminal responsibility and consequences of breaking the law? Are the pupils able to identify changes in the criminal system across history?

To appreciate the importance of equality before the law	R	PSED	Class Rules - apply to everyone fairly and consistently.	Can pupils can talk about the choice they made and understand the consequence? Class behaviour chart with photos of all children on it.
	1	Citizenship	Through circle times and behavioural management, story times, assembly	Are pupils able to understand that laws and rules apply to all and there is equality before the law (or teacher).
	5	PSHE: School rules	Daily following of rules in school. Pupils listen to, offer opinions and understand both sides of incidents that involve breaking of the school rules.	Are pupils able to appreciate that they will be treated with equality?
	6	PSHE History	Transition to KS3 (Police visit) Crime and Punishment across the ages	Are pupils aware of presumed innocence and the role of the court system within British society? Are pupils able to compare and contrast cultures which have jury systems with those that don't?
To cherish the individual liberty afforded to citizens of the United Kingdom	1	PSED	What it means to be British	Are pupils able to cherish individual liberty and understand they have freedoms that aren't available to everyone in the world?
	5	Assembly: That pupils have the freedom to choose what to do in the future? Remembrance	Assemblies: Pupils look at how they learn, what they will learn and how this can influence their choices for the future. Link to freedom of choice. Pupils take part in discussions and a special assembly for Remembrance.	Are pupils able to appreciate why they have the freedom to make lifestyle choices? Are pupils able to comprehend the extent of sacrifice made by our ancestors?
	6	English Citizenship	Boy in the striped pyjamas unit Elections – Local / General	Are pupils able to compare and contrast life in a free society with that of dictatorial regime? Are pupils aware of the role that elections play within British Society and how the British political parties operate within the parliamentary framework?

To support the principle of freedom of expression	R	PSED CLL	Through turn taking in Circle Time and our developing listening skills. We use our Celebration Assembly to share our achievements and Star Moments from home.	Have pupils developed their confidence in speaking out in front of their peers and with Talk Partners? Children know everyone is valued through their developing confidence.
	1	Art	Self-portrait, weaving, clay pots	Are pupils able to express themselves freely, using colours, shapes and designs that they imagine themselves?
	3	English	Slavery debate	Are pupils able to understand the role of slavery within society in the past compare with the freedom of expression we enjoy today?
	5	PSHE: School Council Discussions	Pupils can present their own views in the election manifesto. Pupils also have free choice about who they select as councillor. Pupils learn to accept that others may have different opinions they can express freely.	Are pupils able to recognise that they are free to make their own choices in democratic situations? Are pupils able to demonstrate a tolerance that allows freedom of expression?
	6	English PSHE	Boy in the striped pyjamas unit School Council	Are pupils able to compare and contrast life in a free society with that of dictatorial regime? Are pupils aware that school council is a mechanism to enable them to air their views?
To have some understanding of how a democratic political system works	1	PSED	School council voting, circle times, story times, assembly	Are pupils able to accept a democratic decisions? Do pupils understand that majority rules?
	4	History	Romans & Greeks School Council – presenting manifesto to be voted on by peers	Are pupils able to ... Understand importance of role models That they have a pupil voice Know who to speak to in school about issues – chain of command
	5	PSHE: School Council elections Discussions about; The Scottish Referendum, General elections	School council elections	Are pupils able to understand how the democratic system of elections and referendums works?

	6	English PSHE	Boy in the striped pyjamas unit School Council General Election 2015	Are pupils able to compare and contrast life in a free society with that of dictatorial regime? Are pupils aware that school council is a mechanism to enable them to air their views? Do pupils understand the significance of a general election and the choices citizens of the UK can make?
To understand and exercise the notion of fair play	R	PSED	We develop turn taking in many social aspects of our daily routines and play throughout the year. PE sessions weekly with Sports coach. Ongoing-sharing/turn taking	Pupils develop maturity through the year and are able to turn take and can celebrate the achievements of others in their class.
	1	PE	Multisports	Are children able to follow the rules of play and understand fairness in games?
	2	Games/PE	Ongoing Devising rules for games.	Are pupils able to ... Name and follow rules. Talk about what is fair and what is not.
	4	PE	At games	Are pupils able to ... Take part in team games Identify fair play Team work How exercise affects their body
	5	PE/ Games	Team working, understanding the role of referees, team leaders. Following game rules fairly.	Are pupils able to work together as teams and understand the idea of fair play?
	6	Games/P.E Citizenship	Indoor Athletics, Football, Hockey, Cricket, Tag Rugby and Rounders. Democracy – The UK parliamentary and judicial systems	Are pupils able to work and cooperate as part of a team and understand the notion of fair play? Do pupils appreciate how the notion of fair play is at the heart of our parliamentary and judicial systems?
To be committed to personal and social responsibilities	R	PSED	We encourage independence in our daily routines from putting our coats on our pegs; keeping all areas of our room tidy and treating resources with respect. We start to give children 'jobs' to do within this class environment.	Do pupils take responsibility for classroom jobs ? Do pupils take care and respect school resources?

	1	Cross curricular	Giving responsibilities in class, school council	Are pupils able to accept their responsibilities and be committed to their tasks and duties?
	2	Class monitors	Ongoing	Are pupils able to... Take shared responsibility for classroom jobs.
	5	PSHE; Safeside visit. Harvest Christmas Shoe-box appeal Children in Need	Recognise how to makes things safer for themselves and others. Recognise dangers in the world around us. Pupils attend a harvest festival and bring in contributions of food. Pupils are taught in an assembly about the plight of children less fortunate than themselves and shown how they can help those children. Pupils take part in the Children in need day and through discussion appropriate how their money contributions support others.	Are pupils able to understand that their actions impact on themselves and others? Are pupils able to show a respect for the world we live in? Are pupils able to appreciate the value of food banks for those in need and that their contribution will help others? Are pupils able to appreciate the value of giving to others? Are pupils able to appreciate the value of giving to others?
	6	PSHE	Prefects, School Council	Are pupils aware of the responsibilities of their roles within the school community?
To develop a sense of community and togetherness	R	PSED	Celebration Assemblies weekly; Christmas productions and Inspire Sessions shared with parents; Sports Day and eating together at snack time.	Can pupils talk about their families and where they belong within school?

	5	<p>PSHE; Safeside visit.</p> <p>Harvest</p> <p>Christmas Shoe-box appeal</p> <p>Children in Need</p>	<p>Recognise how to makes things safer for themselves and others. Recognise dangers in the world around us. Pupils attend a harvest festival and bring in contributions of food.</p> <p>Pupils are taught in an assembly about the plight of children less fortunate than themselves and shown how they can help those children. Pupils take part in the Children in need day and through discussion appropriate how their money contributions support others.</p>	<p>Are pupils able to understand that their actions impact on themselves and others? Are pupils able to show a respect for the world we live in? Are pupils able to appreciate the value of food banks for those in need and that their contribution will help others? Are pupils able to appreciate the value of giving to others?</p> <p>Are pupils able to appreciate the value of giving to others?</p>
	6	<p>PSHE/Transition</p> <p>Citizenship</p>	<p>Year 6 production</p> <p>The role of the public service within society eg, Education, NHS, Social Care, Local / National Government</p>	<p>Are pupils able to collaborate together to produce a performance for the whole school and local community? Are pupils aware of the different public services that exist within British society and how these organisations are held to account?</p>
To be aware of significant personalities, events and turning points in our history	R	Understanding of the World	'Knights and Castles' topic: St. George Participating in 'Jumpers for Goalposts' this year. Remembrance Sunday.	Can pupils talk about the story of St. George?
	2	<p>History</p> <p>History History</p>	<p>Remembrance</p> <p>Great Fire of London/The Gunpowder Plot Nurses then and Now</p>	<p>Are pupils able to...</p> <p>Articulate the importance of remembrance, understanding its historical context. Relate events from British History. Relate events from British History. Discuss differences in treatment of race through medicine in history.</p>
	4	History	Romans	<p>Are pupils able to ...</p> <p>Understand impact / effect of Romans on British Isles and British society</p>

	5	PSHE; Assemblies- Scottish referendum, General election etc History	Discussions about Scottish referendum, General election and other events as they occur during the year. Saxons/Vikings	Are pupils able to understand the impact these significant events have on their lives? Are pupils able identify the contribution these societies have made to our lives now?
	6	Geography History	Water and its effect on people and places. The changing power of Monarchs Turning point of British History: WW2	Are pupils able to name Thomas Telford as an engineer and bridge-builder? Are pupils aware of the role of the monarch and how power has shifted through the ages? Are pupils aware of the significance of WW2 and the implications for life today?
To be conversant with examples of British creativity and/or culture	2	Art	Picture This The work of William Morris	Are pupils able to... Understand how Morris achieved what he did. Create art based on his creations.
	3	Music	British composer focus Benjamin Britten/Elgar	Are pupils able to identify some of the key works of British composers?
	5	Geography Art and design	Use OS maps and recognise that they were produced for the British army. They are considered world class Explore examples of British artists working in the topic areas.	Are pupils able to appreciate the quality of a British example of creativity? Are pupils able to recognise British artists and their contribution to our culture?
	6	Geography	Water and its effect on people and places.	Are pupils able to understand the role the Industrial Revolution had in the shaping of British society today?