

British Values across the Curriculum at St Michael's CE Primary School

ART AND DESIGN








Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ At times, group pieces of art work are undertaken which require conversations and discussion about the equality of opportunity to participate, and how group decisions are made. ○ Children learn how to debate issues and contribute ideas as part of a larger community. 	<ul style="list-style-type: none"> ○ Freedom of expression is promoted as children have the opportunity to produce creative work. ○ Respect is encouraged and developed through positive and considered reflection. 	<ul style="list-style-type: none"> ○ Children are encouraged to express themselves freely in art. ○ They are encouraged to discuss their reasons for different choices and to have the confidence to follow their own ideas even if they are different to those around them. ○ An atmosphere of accepting that everyone has their own ideas is created so that it is a safe atmosphere for children to experiment in the knowledge that if it doesn't work out that is OK, that we can learn from mistakes. 	<ul style="list-style-type: none"> ○ Pupils are encouraged to reflect on artist's work, their own work and each other's' work which promotes respect and tolerance of different work and styles. ○ Pupils are taught how to respond to the work of others, taking into account the impact of their words. 	<ul style="list-style-type: none"> ○ Awareness and appreciation of other cultures through learning about artists, and using work from a range of artists as stimuli. ○ Pupils are also taught that different pupils may have different opinions about works of art, or the issues which inspire them.

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COMPUTING



Democracy 	The Rule of Law 	Individual Liberty 	Respect 	Tolerance of those with different faiths 
<ul style="list-style-type: none"> ○ In computing we are learning to understand and be considerate to the views of other internet users. ○ We understand that we are each part of the democracy of the internet and that we can each, in our own small way, affect the way the internet exists. 	<ul style="list-style-type: none"> ○ In computing we understand the use of rules on computers and the internet, such as when we are allowed to use social media and what we are allowed to post and share. ○ We understand that rules are to keep others and ourselves safe and to help the internet to be an enjoyable and engaging place. 	<ul style="list-style-type: none"> ○ In computing we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect others. ○ We understand the freedom the internet and computers offer us in discovering information and connecting us with the world. 	<ul style="list-style-type: none"> ○ In computing we appreciate and understand the views of others, our right to challenge, question and discuss opinions and views, and to do this in a respectable and thoughtful way. ○ We understand that as we are connected with the world while accessing the internet, we are exposed to the widest range of views, and we are learning to respect them. 	<ul style="list-style-type: none"> ○ In computing we understand that we are connected to people across the whole world. We understand that these are people from different communities, cultures, faiths and beliefs. ○ We use the opportunities offered in computing to question, challenge and understand people with these different characteristics to support and develop our tolerance of them.

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DESIGN TECHNOLOGY



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<ul style="list-style-type: none"> ○ Group work and enquiry ○ Allocating roles in group work ○ Turn taking and safe use of equipment ○ Valuing the contribution of others 	<ul style="list-style-type: none"> ○ Safety in DT ○ Tolerance of other's work and their views about our products in evaluation ○ Use of 'constructive criticism' 	<ul style="list-style-type: none"> ○ Children are taught that when working as a group people may hold different opinions about an idea. ○ They are encouraged to learn skills in tolerance and compromise where necessary. 	<ul style="list-style-type: none"> ○ Pupils are encouraged to reflect their own work and each other's' work which promotes respect and tolerance of different work and styles. ○ Pupils are taught how to respond to the work of others, taking into account the impact of their words. 	<ul style="list-style-type: none"> ○ Respect for products and practices from other countries and cultures

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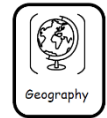
ENGLISH



Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values. ○ Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers. Debates, class votes. ○ Taking turns during discussion and debate lessons. ○ Ensuring everyone's view is heard in discussion lessons. 	<ul style="list-style-type: none"> ○ Consistently referring to School Rules when teaching. ○ Selecting stories and texts to share with the children that promote these values – assemblies, story time. ○ Discussing and debating whether a character has done the right thing in a book. 	<ul style="list-style-type: none"> ○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership. ○ Empowering children to take chances and risks with their learning. ○ Children to work with the teacher when choosing writing targets. ○ Choice over book to read. 	<ul style="list-style-type: none"> ○ Support for each other in lessons when working – whether independently, group or partner work. ○ Listen to others as we would like to be listening to and value all opinions. ○ Respect for each other in discussions. ○ Respect for the views of others in the class. ○ Discussing characters' opinions and actions. 	<ul style="list-style-type: none"> ○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions ○ Discussion of any issues of intolerance in fiction books.

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GEOGRAPHY








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<ul style="list-style-type: none"> ○ Discussion about climate change and how policy is influenced by those elected into power. Looking at how different countries are governed differently and the benefits that come from living in a democracy 	<ul style="list-style-type: none"> ○ As with democracy, we have discussions on how different countries are governed differently and this can have an impact on the rules that are enforced and the consequences of this. 	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Children learn to respect different countries and their cultures. Respect for the environment is discussed and encouraged. Consideration of the similarities in different places encourages respect. 	<ul style="list-style-type: none"> ○ Children learn about how different countries might have different religions and this would influence the culture in these countries. Discussions about different countries come from learning about these religions in RE lessons too.

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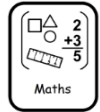
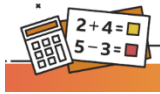
HISTORY



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<ul style="list-style-type: none"> ○ Through debating issues relevant to the period of history e.g. democracy in Ancient Greece. ○ Class decisions made through debates .Making informed decisions based on the sources of evidence. 	<ul style="list-style-type: none"> ○ Rights and responsibilities of citizens and leaders through history. ○ The consequences of the decision made by individuals or groups of people. Analysing of sources for any evidence of bias. 	<ul style="list-style-type: none"> ○ Use sources to analyse the liberty of those in society at the time. 	<ul style="list-style-type: none"> ○ Children are encouraged to respect the view of others and understand that every view is equal. ○ Respect is a core school value. 	<ul style="list-style-type: none"> ○ Through an understanding of the history of different faiths, tolerance is developed.

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MATHEMATICS



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<ul style="list-style-type: none"> ○ Ethical issues e.g. business and economics. ○ How data can be manipulated through its presentation to convey different messages ○ This could be linked to elections 	<ul style="list-style-type: none"> ○ Through maths we can encourage an understanding of rules and patterns. Maths is driven by rules; children are encouraged to have an understanding of these. ○ Through mathematical investigations children are encouraged to develop their own rules and to give examples that follow the rule and exceptions to the rule 	<ul style="list-style-type: none"> ○ Opportunities to discuss different ways and approaches to problem solving ○ To become lifelong learners and develop their own methods and strategies 	<ul style="list-style-type: none"> ○ Respect or the way other people are working ○ Encouragement of collaborative learning in all subjects 	<ul style="list-style-type: none"> ○ Acceptance of positive criticism ○ Allowing mistakes and building on these ○ Trying different methods and showing resilience

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MUSIC



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<ul style="list-style-type: none"> ○ Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group. ○ Participation by all, as in a democratic system, is encouraged and enabled through initiatives such as whole school/key-stage singing. ○ Turn taking, sharing and the safe use of equipment are essential elements of music. 	<ul style="list-style-type: none"> ○ Freedom of expression is promoted as children have the opportunity to compose and perform creative work. ○ Working in a group context, either as a whole class or as part of a composition group or ensemble requires sets of clear rules and fairness/respect which are always communicated clearly by teachers. ○ Elements of music are governed by rules and patterns; the children are encouraged to understand these and explore the effect when rules and patterns are not followed. 	<ul style="list-style-type: none"> ○ Music encourages freedom of expression and an exploration of emotions evoked by and shown in music. 	<ul style="list-style-type: none"> ○ Respect is encouraged and developed through positive and considered reflection. ○ Awareness and appreciation of other cultures through learning about musicians and different genres ○ When composing and listening, pupils are taught how to respond to the work of others, taking into account the impact of their words on others, developing the art of respectful constructive criticism. ○ Topic outcomes, performances to other classes and to parents and the wider community offer pupils the chance to experience performances, helping them to develop a sense of empathy which ties in with promoting tolerance. Pupils are also taught that different pupils may have different opinions about pieces of music. ○ Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance. 	

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RELIGIOUS EDUCATION



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<ul style="list-style-type: none"> ○ Group work and enquiry- peer group interaction ○ Teaching about rules, laws, models of decision making, power and democracy. ○ Actively modelling democratic processes including debates and the freedom of speech. 	<ul style="list-style-type: none"> ○ Techniques for lessons to promote respect, listening as well as making contributions and responding constructively to others. ○ Stories used in RE actively promote respect and fairness. ○ School values promote fairness and value the contribution of all class members equally. 	<ul style="list-style-type: none"> ○ Consideration of freedom and responsibility. ○ Understanding of choices and the impact that choices can have on others and the consequences of making individual choices. ○ Exploration of how religious beliefs can guide choices for some people 	<ul style="list-style-type: none"> ○ Through learning about religions, children are encouraged to develop respect for the beliefs of others. ○ Discussions are undertaken in such a way that respect is shown for all opinions. ○ Children are encouraged to understand that it is alright to have different beliefs and opinions but that everyone is entitled to their opinion 	<ul style="list-style-type: none"> ○ Understand what makes for good relationships with others. ○ Self-awareness leading onto awareness of others and tolerance of others/difference. ○ Emotional intelligence developed through self-awareness and empathy.

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SCIENCE








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<ul style="list-style-type: none"> ○ Listening to all. ○ Established group work - voting and turn taking. 	<ul style="list-style-type: none"> ○ Safety in science ○ Hypothesising and making predictions 	<ul style="list-style-type: none"> ○ Open-ended investigations. ○ Discussions of opinions and findings. ○ Hypothesising 	<ul style="list-style-type: none"> ○ Group work. ○ Class projects. Discussing others' findings. ○ Support each other through enquiry. 	<ul style="list-style-type: none"> ○ Discussions to ensure that pupils understand how people's beliefs may clash with scientific findings and theories and the importance of showing respect in these situations. ○ Teaching of evolution-respect for others viewpoints and cultural beliefs

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SPANISH



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<ul style="list-style-type: none"> ○ The process of facilitating classroom debates in Spanish can be used to link to democracy as they should allow all opinions to be heard in a respectful way. ○ Both texts, audio or video chosen, written tasks and discussions which take place all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in Spanish speaking countries. 	<ul style="list-style-type: none"> ○ In Spanish topics can be chosen which enable discussion of the legal system and which in discussion in Spanish or English allow a discussion of the difference between the British political system and that found in any various Spanish speaking countries 	<ul style="list-style-type: none"> ○ Group and one to one discussion and the use of materials may give the opportunity to discuss the extent of individual liberty in the UK and any of various Spanish speaking countries. ○ Pupils will also explore choices in terms of future education choices and careers. 	<ul style="list-style-type: none"> ○ In Spanish classes, there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials which are studied. In addition, the pupil code of conduct is the basis for pupil behaviour. ○ Good working relationships in the classroom promotes effective learning. These are based on mutual respect and tolerance. 	<ul style="list-style-type: none"> ○ British values are defined as including: “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”. This includes having MLF lessons which complies with the Equality Act 2010 and preventing discrimination against those with protected characteristics, such as race, religion or belief.