

British Values - Examples at The Dales

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<p style="text-align: center;">Democracy</p> <p>Key vocabulary: democracy, vote, voting, secret ballot, government, one person one vote, laws, rules, parliament, council, representative, campaign, democratic change, society UKS2, LKS2 Democracy: Democr</p>	<p>Child's opinions are valued and important Child's thoughts and feelings are listened to Children have the power to make choices as an individual or a group. Turn taking and sharing (choice boards, snack choices, emotions, polling station role play, the layout of the environment, choice of what to go in the water, song board) Children vote with showing of hands</p>	<p>Stand up sit down activity - vote e.g stay standing if you like... School council Voting on everyday classroom matters Voicing opinion on classroom matters as part of everyday practice Circle times-sharing views and listening to others What rules would we like in our classroom? Stories to develop democratic ideas This is our House by Michael Rosen, The Hungry Giant by Joy Cowley, The day the Crayons Quit by Drew Dewart & Oliver Jeffers, Farmer Duck by Martin Waddell.</p>	<p>School council process Human bar chart Secret ballot on classroom matters If I was prime minister - consider the rules I would make in school, the community, in Britain. Making the link between school council and parliament in London Holding debates on topics What is it like to be a good neighbour? Learning sentence starters for sharing and debating opinions in an age appropriate way - I think that... That's interesting because I think.. I wonder if...On the other hand... Explore desirable attributes of a school councillor Yr 5/6 Hstory of voting</p>
<p style="text-align: center;">Rule of Law</p> <p>Key Vocabulary: law, rules, everyone, rights and responsibilities, police, courts, proper order, safety, wellbeing.</p>	<p>Understanding own behaviour and others' and its consequence Agree the rules about tidying up Collaborate with children to make the rules</p>	<p>Living together and getting along in the classroom and school - how can we do this? Exploring right and wrong, co-operation, individual and shared responsibility using the story of the Little Red Hen Make links to school rules - all</p>	<p>Games without rules- what are the purpose of game rules? Make links to school rules - all follow them, parliament, police, royalty etc Laws in our school fit in with the laws in the country Explore right and wrong in RE</p>

		<p>follow them, staff, children etc: Story books to support: Little Red Hen – all having responsibility to help with the work to gain the right to share in the reward, The Giving Tree – Shel Silverstein (a sad story, when responsibility is not shared or equal, about a tree that gives everything), When I Care About Others – Cornelia Spelman (a simple discussion book for young children, looking at people who help us and how what comes around goes around)</p>	<p>themed activities</p>
<p>Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Key vocabulary: respect, mutual (two way), diversity (gender, disability, faith, belief, ethnicity), care, friendship, everyone has beliefs and some people have religious beliefs.</p>	<p>An ethos of inclusivity and tolerance and where there is engagement with the wider community Discuss similarities between themselves and others, including faiths and families and celebrations Respecting other people's opinions Sharing stories that reflect the diversity of children's experiences Providing resources that challenge gender, cultural and racial stereotyping</p>	<p>Everyone is special, welcome to my class Talking about friendship and how we treat one another Skills of taking turns Learning to listen to each other RE focused activities e.g visits to places of worship looking at respecting all faiths and those with non. Sharing who you are with staff and peers (favourite foods, colours, hobbies, clothes) Photo of class Stories - ugly duckling, the best part of me, The day the crayons quit</p>	<p>Encouraging difference through stories RE focused activity e.g visits to places of worship and collective worship around festivals and celebrations looking at respecting all faiths and those with non. Origin of names</p>
<p>Individual Liberty</p>	<p>Opportunities to develop self esteem and increase confidence</p>	<p>Stories that encourage difference e.g giraffes can't dance</p>	<p>Game- change places. (Stand in a circle swap places if you like.).</p>

<p>Key Vocabulary: choice, own beliefs, freedoms, liberty, individual, each person, protect.</p>	<p>Allowing children to take risks on an obstacle course/mixing colours Explore language of feelings and responsibilities We are free to have different opinions (how do you feel about moving class?)</p>	<p>Express yourself in Art/Music Only one you - we are all unique Stories: Happy – Mies Van Hout; What I Like – Catherine and Laurence Anholt; the Elmer books – David McKee Stories that celebrate difference Circle times - say one good thing about myself, my favourite colour, I like... An anti bullying culture</p>	<p>What matters most to me? Activities to develop self-knowledge, self-esteem, self-confidence An anti bullying culture</p>
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