

Tanners Brook Primary School Curriculum Plan
Promoting British Values

British values include: Democracy; the rule of law; individual liberty; mutual respect; tolerance of those of different faiths and beliefs.

Listed below are some of the learning activities that our children can participate in during the year. These activities may be implicit in the way they include aspects of British Values such as PE lessons where valuing each other's strengths is an important part of being an effective team. Explicit links are also made in many subjects, particularly in RE and PSHE.

WHOLE SCHOOL EVENTS	
Objectives	
Weekly VIP	To know that everyone is important, everyone has a voice and we celebrate each other's success
Anti-Bullying Week	To know that everyone has a right to be supported and protected; our differences are a strength and not a weakness; school rules protect everyone; all people are equal in terms of rights, opportunities and safety
Safer Internet Day	To know how to better protect themselves when online; to understand their responsibilities and the consequences when laws are broken
School Council, Eco Warriors, Prefects	To be aware of rules and laws; how democracy works in practice; representing the views of other people rather than your own; where mutual respect is demonstrated through listening to others, considering different viewpoints and allowing negotiation to affect the outcome of discussions
Remembrance	Mutual tolerance and respect for others; appreciation of their right to make choices; remembering those who have served and sacrificed, from armed forces and emergency services to civilians
EARLY YEARS	
Objectives	
To treat each other with respect in line with our school's vision, values and behaviour policy. (individual liberty, mutual respect)	
Know pupil's voices and opinions are important e.g. following the children's interests for activities, surveys, reflection afternoons. (Democracy)	
Children having a vote in class decision making e.g. using cubes or show of hands for activity choices, stories, etc. (Democracy)	
Understand what a child's role is in groups e.g: part of a family or class, our school community (Democracy)	
Pupils following the golden rules and understanding why rules are important (the rule of law)	
Understand and know the difference between right and wrong and what the expectations are (the rule of law)	
Children are encouraged to take risks, challenging their own and others' ideas and attitudes within a safe and respectful environment e.g Circle time and RE sessions following the agreed syllabus (tolerance of those of different faiths and beliefs)	
Know that similarities and differences between people provide opportunities - everyone is unique and special (individual liberty)	
To have visitors in school E.g from police, fire service, lifeguards, workshop 'Sikhs and their special clothes' (the rule of law)	
Use a range of books and images from different cultures and faiths to help children to understand diversity (tolerance of those of different faiths and beliefs)	

YEAR 1

Objective	Subject	Unit of Work	Learning Outcome
To learn about people from different cultures (Tolerance and Mutual Respect)	RE	Community A / Special Places A	To find out about different religions – their beliefs, practices and traditions
To understand that everyone is different (Tolerance and Mutual Respect)	PSHE	Living in the Wider World	Awareness of diversity and sharing cultural differences
To understand the need for rules and why they are important. (Rule of Law)	PSHE	Living in the wider world	To understand the need for rules and how to follow them safely.
To appreciate those who served in WWI (Mutual Respect)	English	Stubby writing unit	To find out about WWII
To participate in team games (Mutual Respect)	PE	OOA/ Attack Defend Shoot/ Send and Return	To understand how to work with others and the concept of fair play
To know the countries and continents. (Democracy and Individual Liberty)	Geography	What city do we live in and where is it in the UK? / Where are the hot and cold places in the world?	To understand what a country is and what makes it so.

YEAR 2

Objective	Subject	Unit of Work	Learning Outcome
To understand the lives of significant individuals (Mutual Respect and Individual Liberty)	History	Florence Nightingale & Mary Seacole	Awareness of diversity and individual rights and freedoms.
To understand geographical similarities and differences. (Mutual Respect)	Geography	Southampton and Mumbai	Awareness of diversity and sharing cultural differences
To participate in team games (Mutual Respect)	PE	OOA/ Attack Defend Shoot/ Send and Return	To understand how to work with others and the concept of fair play
To appreciate those who served in WWI (Mutual Respect)	English	Poppies writing unit	To find out about the lives of people involved in WWII
To be able to discuss what matters to me and how to resolve simple arguments. (Individual Liberty and Mutual Respect)	PSHE	Relationships	To understand my opinions and that the opinions of others might be different.
How rules can help to keep us safe. (Rule of Law)	PSHE	Living in the Wider World	To understand the need for rules and how to follow them safely.
To learn about people from different cultures (Tolerance and Mutual Respect)	RE	Christian and Sikh B	To find out about different religions – their beliefs, practices and traditions

YEAR 3

Objective	Subject	Unit of Work	Learning Outcome
To understand the impact of loneliness and the importance of friendship (Mutual Respect).	English	Imaginary Fred	To create an imaginary friend and write a description of them.
To appreciate those who served in WWI (Mutual Respect).	English	Where The Poppies Now Grow (Remembrance unit)	To find out about the lives of people involved in WWI and the role they played in the conflict.
To explore the journey Mary and Joseph took in the lead up to the birth of Jesus; understand the importance of Christmas to Christians. (Tolerance of those of different faiths and beliefs).	RE	Journeys	Children perform songs and give readings as part of a Christingle service.
To explore a personal response to the concept of sacred places (Tolerance of those of different faiths and beliefs).	RE	Sacred Places	Children will learn to recognise places of worship for Christians and Hindus and the importance of them.
To understand the reasons for rules and laws in wider society (Rule of Law).	PSHE	Living in the wider world – What makes a community?	To understand the importance of abiding by the law and what might happen if rules and laws are broken. To recognise what human rights are and how they protect people.
To explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. (Mutual Respect)	PSHE	Relationships - How do we treat others with respect?	To recognise respectful behaviours e.g. helping or including others, being responsible
To play as a team (Mutual Respect).	PE/Games	Netball, football, hockey, OAA, cricket, tennis, dance, gymnastics	To work together and/or play as a team. To begin to follow the rules of the game and play with fairness.

YEAR 4

Objective	Subject	Unit of Work	Learning Outcome
Forest School			
To appreciate those who served in WWI (Mutual Respect)	English	Flo of the Somme (Remembrance unit)	To find out about the lives of people – and animals - involved in WWI and the role they played in the conflict.

To explain what makes a healthy, positive friendship/family relationship and ways to avoid or resolve arguments and other familial/friendship issues. (Individual Liberty and Mutual Respect)	PSHE	Relationships - What are families like?	To understand that there are lots of different types of family structure, but they all have the common threads of love, care and respect.
How can our choices make a difference to others and the environment? (Mutual Respect)	PSHE	Living in the wider world - How can our choices make a difference to others and the environment?	To identify the meaning and benefits of living in a community and to recognise that they belong to different communities as well as the school community
Personal responses to the idea of God (Tolerance of those of different faiths and beliefs).	RE	God	To explore how Christians and Hindus interpret ideas about God and learn about the Holy Trinity and Trimurti. Pupils describe how their responses can be applied to their own and others' lives.
To learn about the division of Britain into kingdoms, the invasion by the Vikings, the subsequent setting up of the Danelaw and the eventual creation of England. (Democracy and Rule of Law).	History	Anglo-Saxons and Vikings	To understand the impact of the Danelaw and the creation of England and Scotland.
To play as a team (Mutual Respect)	PE/Games	Football, basketball, tag rugby, tennis, rounders, gymnastics, dance, OAA	To work together and/or play as a team. To continue to understand the importance of following the rules of the game and play with fairness.
YEAR 5			
Objective	Subject	Unit of Work	Learning Outcome
To appreciate the right to an opinion/voice (Democracy)	History	Ancient Greece	To understand how democracy was developed in Ancient Greece and how that's impacted on today's society.
To learn about people with differences to ourselves and understand what their lives are like (Tolerance and Mutual Respect)	English	I Talk Like a River	To empathise with someone who has a problem with speech
To appreciate those who served in WWI (Mutual Respect)	English	The Last Post (Remembrance unit)	To find out about the lives of people involved in WWI
To appreciate those who served in WWII The right to make our own choices (Mutual Respect/Individual Liberty)	History	WWII	To find out about the lives of people involved in WWII

To learn about people from different cultures (Tolerance and Mutual Respect)	RE	Submission/Water as a Symbol (Islam), Prophecy/ Prayer/ Resurrection: The Empty Cross/ Belonging: Eucharist & initiation (Christianity)	To find out about different religions – their beliefs, practices and traditions
To play as a team (Mutual Respect)	PE/Games	Cricket, Netball, Hockey, Gymnastics	To work together and/or play as a team.
Treating others as you would want to be treated (Mutual Respect) Freedom of speech for all (Individual Liberty) Making changes to laws to make them fairer (The Rule of Law)	PSHE	Individual Identity	To find out about people who were proud of their identity and wanted to be treated equally (Rosa Parkes and Martin Luther King) and how these people managed to make a change to law

YEAR 6

Objective	Subject	Unit of Work	Learning Outcome
To appreciate those who served in WWI (Mutual Respect)	English	In Flanders Fields (Remembrance unit)	To find out about the lives of people involved in WWI
To learn about people from different cultures (Tolerance and Mutual Respect)	RE	Umma (5 pillars of Islam) Interpretation: Creation (Islam and Christian stories) Salvation/Faith (Christian)	To find out about different religions – their beliefs, practices and traditions
To play as a team (Mutual Respect)	PE/Games	Rugby, Football, gymnastics	To work together and/or play as a team.
To understand the importance of law to protect people (Rule of Law)	History	Victorians	To find out about what life was like for working children before laws were enforced. To recognise the impact that new laws had on the lives of Victorian children.
To understand how our online actions can affect others (Mutual Respect)	Computing/ PSHE	Online Safety/Safer Internet Day (Computing) How does the Media Influence People? (PSHE unit)	To learn positive ways to communicate online