

## British Values across the Curriculum

	Democracy	Rule of the Law	Mutual Respect	Individual Liberty	Tolerance for different faiths / beliefs
Reading	We show democracy through our whole class voting systems which take place for the author of the term choice, novels for reading aloud and for books available to read during reading for pleasure.	Children must learn the mechanics of reading through the teaching of phonics to ensure they are able to accurately decode and blend to read fluently and accurately.	Respecting one another within guided reading sessions – turn taking and working collaboratively. Respecting others' opinions and views.	Reading for pleasure opportunities to choose what to read and develop personal views about authors / texts / genres.	Through choice of text used within the book led curriculum. Books chosen link to units within subjects taught in school (PSHE / RE / History)
Writing	Shared writing allows for pupils to have a say on content to include or to leave out as per the needs of the text. Whole class feedback through visualising requires pupils to compromise and work collaboratively.	Grammatical / spelling and punctuation rules and standards as per each genre taught within the lesson sequence. Children learn to accept the rules they are learning and find ways of applying these to their own practice.	Children are provided opportunities to share ideas / reading aloud to one another to check the accuracy of their writing. Children are expected to show respect in their approach peer feedback: respecting the written work of others and the courage it takes to read a personal piece to multiple people.	Pupils have autonomy to make amendments to their writing as authors in their own right: changing perspectives / settings / plot / audience	Children learn tolerance for others through the choice of writing completed within the classroom: we use focus texts and build a comprehensive understanding of characters, their background, their views and faiths
Mathematics	Pupil voice collated to understand pupils' views on the maths curriculum	Mathematical methods and approaches are set to reach an end point. Pupils understand that these rules to calculate are set, although there may be different methods, and work to calculate effectively.	Teamwork through peer feedback	Freedom to choose appropriate methods to calculate. Focus to aim towards independent working	Through problem solving and collaborative working
Science	We learn through our lessons to take into consideration the views and opinions of others. We take turns and instructions from others. Sometimes, we vote about the experiments we complete, considering our hypothesis and variables which impact our experiments.	We learn and understand the importance when working scientifically to follow our safety rules and we allow students to understand the consequences of their actions, which in turn helps students apply this understanding to their own lives.	When learning and investigating during lessons we work as a team, supporting each other and sharing ideas and opinions. We discuss our findings and respect each other's work, through this we offer support and advice to others.	Children have the opportunity to make their own hypothesis or conjectures about scientific matter: they have the autonomy to choose the appropriate equipment, methods and logic to reach a given outcome.	Through lessons and discussion we look at scientific discoveries which have come from other cultures and how religious beliefs often compete with scientific understanding. We learn to be respectful of these beliefs and appreciate and understand them.
Art	Through art lessons children are able to express their ideas focusing on known art work and also in response to their own work within the class. Art allows children to express their understanding and responses to their experiences. Children are also able to express their	Art can provide a starting point for discussions and consideration of rules and their importance within our society.	Through art children develop their respect for others and their work. They learn to work with others through collaborative activities and respect other children's opinions and ideas.	Within our lessons, students are taught to be able to express themselves individually, developing key skills within their own response to art experiences. Children are able to explore how media can be used and develop	Through collaborative activities and through class discussions children develop their tolerance of others, whatever our differences. Children learn to develop their acceptance of other children's ideas and responses to their work

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	response to their art work through Pupil Voice.			their own ideas within the lesson. Children are able to make choices about the media and tools they use to represent their ideas.	and find opportunities to value and appreciate these different viewpoints and approaches.
DT	Children take on the views of others. Taking turns to speak, work practically and understand the value of compromise.	Safety rules when using tools – there are consequences when we don't adhere to these.	Listening to and considering the views of others, despite some of these being different to our own. To resolve difficulties and evaluate the impact of the design, showing thoughtfulness and kindness.	DT encourages pupils to understand that we are to listen to others and we can take elements of others' ideas however have the autonomy to make their own design choices. Children can also learn to accept that ideas from others may not be their own choice but are equally valid.	Children learn to appreciate the ideas of others, understand that these could be different to our own and that many different design ideas originate from other cultures.
PE	Pupils are encouraged to work collaboratively and share their own opinions, taking it in turns to comment on the performance of a team or individually. Children can discuss fairness and inequality through evaluation of a team sport and often vote to acknowledge the opinions of all.	Rules of varied sports and the differences in rules based on cultures and routines in different countries. Children have to show competitive spirit and good sportsmanship by being aware and understanding of the set rules within physical education. During gym / acro, children must be aware of the safety rules when using equipment and ensuring they follow these carefully.	Through sportsmanship, children are taught to show respect and compassion to the performances and achievements of others.	Children are invited to develop their own individual liberty through the exposure provided to pupils by the PE curriculum. Children will be encouraged to make decisions during team games and to participate in a range of extra -clubs to further develop their interest and skills within PE.	Children have to show tolerance throughout all they do in PE. This is through patience if they find a skill particularly difficult or if they are working in a group and others are finding the skills tricky.
RE					
Computing	Exploring democracy through class votes and investigating how technology is used as part of the democratic process, for example census data, online polls and petitions, and the electoral register.	Investigating how to rule of law applies to computer users in a range of contexts, with reference to specific legislation relating to copyright, cybersecurity, personal data and privacy, electronic communication, hate crimes and harassment and environmental protection.	Promoting mutual respect by exploring ethical and cultural issues such as; the digital divide, checking content for factual errors and bias, cyberbullying, acceptable limits of personal liberty as detailed above.	Exercising individual liberty and learning the difference between "freedom to" and "freedom from" in the contexts of; the above legislation, acceptable use policies, and explicit or implicit codes of conduct in a range of settings including home use of technology and online activities.	Demonstrating tolerance by exploring ethical and cultural issues such as; the digital divide, checking content for factual errors and bias, cyberbullying, acceptable limits of personal liberty as detailed above.
French / MFL	The process of facilitating classroom debates in French can be used to link to democracy as they should allow all opinions to be heard in a respectful way.	Rule of Law In French topics are chosen which enable discussion of the legal system and which in discussion in French or English allow a discussion of the difference between the British political system and that found in any of various French speaking countries.	In French classes there will be opportunities to discuss tolerance and mutual respect through class discussions and learning about difference in cultures and stereotypes.	Individual liberty: 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 French speaking countries.	In French classes there will be opportunities to discuss tolerance and mutual respect through class discussions and learning about difference in cultures and stereotypes.

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History	Exploration of the lack of democracy across different periods in time (Ancient Civilisations or towards the development of democracy in the UK).	To unpick the rule of law – or lack of – within other countries throughout history as a direct comparison to that of the UK. To understand when and why laws were put into place within the UK and the impact of these laws now.	There are opportunities for discussion about the lack of mutual respect or tolerance towards other faiths / beliefs / religions. Children are taught to respect the views of others, despite some of these being very different to their own.	Individual liberty History provides many opportunities to explore the concept of individual freedom and limitations on freedom looking at significant individuals throughout history. History encourages children to think critically.	There are opportunities for discussion about the lack of mutual respect or tolerance towards other faiths / beliefs / religions. E.g. Nazi Germany in relation to Jews, Slaves and non-Aryan ethnic groups, homosexuality, disability and gender.
Geography	Understanding villages, towns and cities and understand the views of people choosing to live where they live. Understanding our local area in comparison to other areas of study as a basis for debate.	Developing our understanding of migration and the legislation across the world. Unpicking the impact of current law on energy and sustainability.	Showing a mutual respect for the opinions and lives of others living differently to ourselves.	Through Geography, children develop their own views on what they like and don't like about certain areas. They consider their local area / country and compare and contrast this, showing respect for other's viewpoints and lives.	Pupils have the opportunity to discover what they like and dislike about certain countries to inform their opinions on what the future holds. They speak about a sustainable future and their own points of view on how to achieve this.
PSHE & RSHE	Children show democracy in their understanding of their rights and responsibilities as a young person. They make choices and share views throughout the curriculum, showing a good level of understanding of vote and equality in decision making.	Children understand the laws in place within the UK and how and why these are in place: they understand the risks and implications of peer pressure, drug and alcohol awareness, using technology and understanding of healthy relationships.	Children show mutual respect through their learning of dealing with and managing conflict. They consider the similarities and differences between each other and show respect for those differences. They understand changing family stereotypes and how to challenge these in a positive and respectful way.	Knowing how to develop and maintain positive relationships and the personal choices we have to manage conflict, peer pressure and choices with our own bodies as we grow older through puberty (Y6). We consider our role and stances on prejudice / stereotypes / racism and bullying and how we can manage and reduce this.	We show tolerance through our learning about different people, different personalities, different races and body types. We learn how to show tolerance for people's personal views and how we can be a positive change in the world.
Music	Listening to composers of the month / genre focuses and pupils have the opportunity to listen and appraise to inform their own preferences, whilst accounting for the views of others and accepting their preferences through election / choice.	Pupils are given the opportunity to understand how notation is written and read in order to compose final pieces: these are the rules in place for music and have to be followed by all.	To consider other's when they are performing and to celebrate each other's successes and achievements. Providing constructive feedback positively to move learning forward.	To develop their own opinions and preferences on different pieces of music and having the autonomy to use these preferences in their own choices. To talk about how music can make you feel and influence your actions and behaviours.	To listen to a range of music from across the world from different periods in time and respect, appraise and appreciate this music.