



# British Values Whole School Overview



Subject	British Values			
	Democracy	Rule of law	Individual liberty	Mutual respect and Tolerance
<b>Art and Design</b>	In Art and Design, pupils ensure that they are aware of and consider the views and values of others, particularly when working collaboratively. They may take votes and hold discussions when making decisions about their work, and collaborative projects. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer assessment and encouraging pupils to support each other.	Pupils understand the school rules and recognise their importance in keeping themselves and their peers safe. During projects and activities, they access tools and materials, making sure they are following class rules, such as using and tidying equipment safely and correctly. Pupils know and understand the consequences of not following these.	Pupils are given the opportunity to express their individuality through their projects. They are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries, and they respect these.	In art and design lessons, pupils behave in a way that positively impacts the work and productivity of others. When giving feedback, they are constructive and respectful of other's feelings and viewpoints. Pupils work collaboratively on projects, having respect for their peers' views and are receptive to the advice of others. They also use art and design as a creative way to experience a variety of festivals and traditions.  Pupils understand that people have different views and options and that these make them who they are. They are tolerant to such views and options and apply these attitudes when working with those who have different faiths and beliefs. Pupils explore beauty through art and continue to do this within the faiths and beliefs of others.
<b>Computing</b>	Within computing we ensure democracy by teaching children that they have the right to be safe online and teach them online safety within our curriculum to ensure this. We also teach children the importance of keeping personal information and passwords safe.	Within our computing lessons children are expected to follow both school and class rules. They are taught specific skills within Computing allowing them to develop their skills of following rules. Within the computing curriculum they also learn about algorithms, programming and control which again helps the children follow rules and shows them the importance of following simple instructions. Children learn about internet safety and the rules they must follow to keep themselves and others safe. 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.	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.	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. The children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of work which may not necessarily match their own criteria are an important aspect of all computing lessons.
<b>Design and Technology</b>	Throughout all units the pupils are actively encouraged to voice their opinions. This may be to evaluate their own learning or to critique or encourage one of their peers. Pupils in EYFS and KS1 will be taught how to orally discuss their learning, talking about things that went well and improvements that may be needed for next time. In KS2 the pupils will be encouraged to be more critical in their opinions, with the understanding that opinions are personal.	During our Design and Technology lesson the pupils will be expected to follow rules and safety instructions when using a variety of different equipment. Understanding the importance of following rules in order to keep us safe and be successful in the task. The pupils will also be taught the consequences of what may happen if the rules and regulations are not followed.	This theme runs at the forefront of our DT curriculum. From EYFS the pupils are provided with a range of materials and actively encouraged to use their own individual skills and talents to create something new. In KS1 and KS2 pupils are provided with a design brief and criteria to work towards an end goal. Their own personal characteristics, identities, skills, and talents are all vital in creating their unique project. Working collaboratively allows pupils to express their ideas and communicate with their peers, harvesting everyone's individual talents to create the best project they can.	Working collaboratively as a group in order to achieve a shared goal means that all pupils must show respect when planning, designing, and evaluating their peers. Understanding that working together means listening and at times compromising, to each other. Disagreements or differences in opinion are to be solved using respect and tolerance of one another. In order to improve upon learning and develop skills and understanding pupils must learn the importance of listening and acting upon constructive criticism and opinions, respecting someone else's view about their project.



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				<p>The pupils will be learning about inventors, leading experts in fields of technology, established companies, and businesses and how they conduct themselves. Forming a respect and understanding of the task they are expected to complete and how it has been done previously by others. Taking others' ideas and using them to improve themselves.</p> <p>In many Cooking and Nutrition units' pupils will be learning about foods and recipes for other cultures, religions, or faiths. The pupils will be expected to demonstrate respect and understanding of the way of life of diverse cultures, religions and how they may be different to their own.</p>
<b>English</b>	<p>Literature that highlights the democratic process, such as class elections or group decision-making activities, are incorporated into the curriculum. This allows students to understand the importance of participation, fairness, and the value of diverse opinions within a democratic society. For example, works like "Charlie and the Chocolate Factory" by Roald Dahl are utilized to discuss themes of fairness, meritocracy, and the consequences of one's actions.</p>	<p>The English Curriculum at Limehurst Primary School includes literature that explores the concept of the rule of law. Texts like "Windrush Child" By Benjamin Zephaniah are used to delve into the idea of justice, consequences for actions, and the importance of a legal framework in maintaining order. Discussions and activities related to these themes help students develop an understanding of the rule of law as a cornerstone of British society.</p>	<p>Individual liberty is another crucial British value integrated into the English Curriculum. Literature that encourages characters to make choices, express their opinions, and follow their passions is carefully selected. For instance, the school incorporates books like "Matilda" by Roald Dahl, where the protagonist asserts her individuality and challenges authority in a positive and constructive manner. Through such literature, students learn the importance of freedom and personal responsibility.</p>	<p>Mutual respect and tolerance are fostered through the exploration of diverse cultures, perspectives, and experiences in literature. Limehurst Primary School ensures that the reading list includes works from a variety of authors and cultures, promoting an appreciation for diversity. Books like "The Arrival" by Shaun Tan, which portrays the immigrant experience through powerful illustrations, enable students to empathize with individuals from diverse backgrounds and cultivate mutual respect.</p>
<b>EYFS</b>	<p>In the EYFS children are provided with opportunities to develop their self-confidence, self-esteem, and self-awareness. Children are taught that their views count, and they are encouraged to value and talk about each other's feelings.</p> <p>Children are provided with activities that promote democracy include turn-taking, collaborating, sharing, and making decisions together. Practitioners work hard to create an environment where inquisitive behaviour is encouraged at all times</p>	<p>Within the EYFS the children are involved with creating shared classroom rules such as always being kind, tidying up after using equipment, taking turns, and sharing, not interrupting etc. Children are encouraged to always follow the rules. Children are also taught that everyone must follow the rules. Once children make the right decision, we believe that it is critical to reinforce this good behaviour. Positive reinforcement assures the children who have made a desirable choice, which helps them to feel good about themselves and repeat these behaviours until they become second nature.</p>	<p>We believe that promoting individual liberty helps children to develop self-confidence and self-awareness, as well as learning to respect and understand others. This involves creating opportunities for children to gain confidence in their own abilities through taking risks or talking about themselves in a positive way. Children are taught that it is ok for everyone to be different and are supported to understand that people are free to have different opinions, diverse attitudes, and divergent cultures.</p>	<p>At Limehurst we provide an environment of inclusivity and tolerance where all children are taught to value all cultures, races, faiths, and abilities. Children are encouraged to be always respectful of each other. Our EYFS classrooms are open and inviting and it allows our children to learn about similarities and differences in each other's lives through stories and shared experiences.</p>
<b>MFL French</b>	<p>In MFL lessons, children are given opportunities to work together, listening to one another and helping each other with the pronunciation of a new language. They are encouraged to take part in role-play scenarios where they work together to converse in a new language.</p>	<p>In MFL lessons, children have clear expectations of following school and class rules. They understand the importance of following instructions to help them with their work. They learn about the rules of the language they are learning and how it differs from their own.</p>	<p>In our French lessons we encourage children to make choices on how to show their understanding and learning of a new language. Children can work independently, in pairs or a small group depending on their ability and the help they need to progress.</p>	<p>The children understand the importance of respecting each other throughout their learning journey. Learning a new language can be daunting for some and our lessons foster an environment where children can speak freely without judgement from others.</p> <p>During our annual enrichment day and in lessons, children learn about the differences and similarities between the culture and beliefs of</p>



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				France and the UK. At Limehurst, we have children from a variety of cultures, and we celebrate the diversity of languages through MFL.
<b>Geography</b>	Children learn the importance of discussion to improve their understanding and to listen to each other's points of views. They are also given the opportunity to debate ideas in their lessons and think about their own viewpoints.	Children are aware of the expectations in Geography and understand how they can respond positively to feedback. They are also aware of consequences if expectations are not followed. Geography is a dynamic subject and in an age related way we discuss laws in other countries and discuss their impacts on that country.	In Geography, children are encouraged to learn how to become independent learners and self-regulate their learning. Also, responding to feedback in lessons and how to improve their own learning. Metacognition is promoted in Geography.	In Geography, children are clear on expectations and the importance to listen to one another and respect each other's viewpoints and opinions. In Geography, children consider how diverse cultures live throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society have changed them. The Geography curriculum at Limehurst also helps to demonstrate the diversity of people's backgrounds helping children to extend their tolerance of different faiths and beliefs.
<b>History</b>	Our history lessons ensure all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children learn about the history of democracy in units such as Ancient Greeks. Pupils consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.	In History, pupils consider the value of the rule of law where all people are equal before the law. Throughout the history curriculum, pupils look at the role of parliament and are taught how the rule of the law is fundamental to our society and the effects if it is ignored. In UKS2 children learn about acts of parliament and investigate how effective they were.	Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good. For example in KS1 when learning about significant individuals like Annie Kenney and Florence Nightingale who both worked for change in their time.	Mutual respect is taught and given when pupils are expressing their opinions and beliefs through different historical time periods. Children are taught and encouraged to show respect to each other's beliefs and feelings during lessons. When discussing what it means to be British and how this is demonstrated in different historical time periods, children celebrate our heritage whilst embracing the ties which bind us together. Pupils consider questions about identity and belonging when learning about different religious beliefs during different historical periods (this is one of our History golden threads). Our diverse history curriculum ensures our pupils have a positive attitude towards different choices, lifestyles, and beliefs.
<b>Mathematics</b>	Statistics are utilised by the law and can be used to identify the impact of laws. Data collection and analysis in the primary curriculum lays the foundations for future applications. At Limehurst we consider the views of others and learn about democracy through voting when collecting data to analyse. Through teamwork we learn to take turns to listen to everyone speak and give answers and explanations.	Maths and the use of data have a significant role in the democratic decision making and influencing change. Statistics are often quoted to justify and argue for positions. Within maths, the foundations of statistics can be used to explore democracy. The development of critical thinking skills using maths help develop student resilience to being exploited by extremists. Our children follow class rules safely during tasks and activities to benefit everyone, as well as understanding the consequences if rules are ignored. We learn to follow rules when playing maths games and apply mathematical rules in calculations, algebra, and geometry.	We work within boundaries to make a safe and personal choice from a given selection during practical activities. Being allowed to make mistakes and learn from them, allows our children to learn that problem solving involves taking risks and we encourage children in devising their own ways to present ideas and solutions.	Tolerance and mutual respect are encouraged with good working relationships in the classroom and around school to promote effective learning. Children behave appropriately, allowing everyone involved the opportunity to work to the best of their ability. Also, they take turns, sharing equipment, reviewing each other's work respectfully and working collaboratively and as part of a team, on projects whilst helping others.  Tolerance for different faiths and belief is demonstrated by pupils in Maths when they learn about different faiths and cultures around the world. For example, looking at patterns and shapes within Islam and Hindu religions.
<b>Music</b>	Children get the opportunity to express themselves freely during music and may have classroom votes on potential songs they wish to listen and perform to. Children	Within our music lessons children are expected to follow both school and class rules. With a wide range of tuned and untuned instruments in school, children must take care of the resources	Our music education supports individuality, children's views about music shared, and it enables children to develop individual tastes in music. One of the main principles in the delivery	Children are taught to have a clear understanding of the need to respect others' opinions, whatever our own may be, when sharing our own personal tastes in music. The



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	may also demonstrate how they feel about a piece of music through a voting system.	and follow the rules on how to play the instruments safely and carefully. Children begin to develop the skills of reading music and need to follow the rules of tempo and pitch to play along and perform their music accurately.	of the music curriculum at Limehurst is to ensure that the children have confidence in their right to enjoy any kind of music and to ensure that we encourage freedom of choice when delivering lessons.	theme of respect runs through both KS1 and KS2 curriculum as the topic of anti-bullying and friendship is included and can build cross-curricular links with subjects such as PSHE. Music can be a strong role in spiritualism, throughout celebrations in major religions as well as in meditation and well-being practise. We have acknowledged this through Music Months that identified events such as: religious holidays of different faiths, and Black History Month. We also mark Christian celebrations in school through Nativity performances.
<b>PE</b>	In our curriculum the pupils will engage in team sports like football, rugby, or netball which allows pupils to experience democracy in action. They learn to work together, make decisions collectively, and understand the importance of everyone's contribution to achieving a common goal.	The PE curriculum often involves adhering to rules and regulations, reflecting the concept of the rule of law. Pupils learn to respect these rules, understanding that they are essential for fair play and the well-being for all.	Our PE curriculum empowers individuals to make choices regarding their physical fitness. Pupils experience a range of activities within the curriculum that they can choose to suit their interests, fostering a sense of individual liberty. This freedom to make personal choices is an integral part of British values.	Our curriculum involves team sports and cooperative activities which promote mutual respect. Pupils learn to appreciate the strengths and contributions of their teammates, fostering a sense of respect for diversity and recognising the value of each individual. Our PE curriculum provides an opportunity to celebrate diversity in terms of physical abilities. Inclusive activities and adapted sports help in still a sense of tolerance and our PE curriculum provides an opportunity to celebrate diversity in terms of physical abilities.
<b>PSHE</b>	The curriculum often includes discussions about the democratic process, the rule of law and individual liberty, emphasising the importance of respecting different viewpoints and the rights of others.	Rights and responsibilities, understanding laws and respecting societal rules are discussion topics revisited throughout our curriculum to ensure an understanding of individual freedoms balanced with social responsibility is instilled among out children.	Teaching children the importance of being an active and responsible member of the community can instil values aligned with British citizenship. Whilst at the same time maintaining their own identity.	Through activities which focus on understanding and respecting differences, children learn to appreciate diverse cultures, religions, and lifestyles, fostering a more tolerant and respectful society.  Lessons which focus on diversity, diverse cultures, traditions, and celebrations help our children appreciate and respect various cultural backgrounds.
<b>RE</b>	Lessons and activities within the scheme of work can be designed to help pupils develop critical thinking skills and ethical understanding. By engaging with religious and philosophical ideas, pupils can explore complex moral and ethical issues, and understand historical, cultural, philosophical, and democratic foundations of British society.	Lessons and activities within this scheme of work can explore how religious and ethical teachings relate to the rule of law and the importance of respecting legal institutions. This can help pupils develop and appreciation for the importance of law and order in British society.	Oldham SACRE can include the study of religious texts and historical narratives, which can contribute to pupils' understanding of British history, literature, and cultural heritage. By understanding the historical and literary aspects of different religious traditions, pupils can enrich their cultural capital and develop a deeper appreciation for the cultural heritage of the UK whilst maintaining individual identity.	The scheme of work incorporates opportunities for pupils to engage with local faith communities. This practical engagement can help pupils develop an understanding of cultural richness present within their local communities and the wider UK, contributing to their cultural capital and promoting community cohesion.  The SACRE scheme of work includes content that focuses on the diverse range of religious and non-religious world views present in the British society. It can encourage pupils to learn about and appreciate this diversity, helping them to develop a greater sense of cultural capital and tolerance, which are essential components of British society.



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<p><b>SEND</b></p>	<p>All pupils, including those with SEND have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer assessment and encouraging pupils to support each other.</p> <p>We read Literature that highlights the democratic process, which is practiced in class elections or group decision-making activities. This allows students to understand the importance of participation, fairness, and the value of diverse opinions within a democratic society.</p> <p>In the EYFS children are provided with opportunities to develop their self-confidence, self-esteem, and self-awareness. Children are taught that their views count, and they are encouraged to value and talk about each other's feelings.</p>	<p>Pupils understand the school rules and recognise their importance in keeping themselves and their peers safe.</p> <p>Within many classrooms children are involved with creating shared classroom rules such as always being kind, tidying up after using equipment, taking turns and sharing, not interrupting etc. Children are encouraged to always follow the rules. Children are also taught that everyone must follow the rules.</p>	<p>Pupils are given the opportunity to express their individuality through their projects. They are given regular opportunities to make their own decisions and choices in their projects. We believe that promoting individual liberty helps children to develop self-confidence and self-awareness, as well as learning to respect and understand others.</p>	<p>When giving feedback, children are encouraged to be constructive and respectful of other's feelings. Mutual respect and tolerance are fostered through the exploration of diverse cultures, perspectives, and experiences in literature. At Limehurst we provide an environment of inclusivity and tolerance where all children are taught to value all cultures, races, faiths, and abilities.</p> <p>At Limehurst we provide an environment of inclusivity and tolerance where all children are taught to value all cultures, races, faiths, and abilities</p>
<p><b>Science</b></p>	<p>Teaching democracy in our science curriculum goes beyond the simple act of voting. It involves creating a classroom environment where every student's voice is valued. This can be achieved through activities such as group discussions, collaborative projects, and opportunities for students to make choices about their scientific investigations. Encouraging open debate and allowing students to express their opinions fosters a democratic ethos from an early age.</p>	<p>Understanding the concept of rules and laws is vital for young learners. In the context of the science curriculum, this can be translated into the importance of safety rules in experiments and classroom conduct. By adhering to established rules, students learn to respect authority, understand the consequences of their actions, and develop a sense of responsibility.</p>	<p>Our science curriculum encourages individual exploration, critical thinking, and creativity. Students are given the freedom to explore scientific concepts, conduct experiments, and express their ideas. This fosters a sense of individual liberty while ensuring that these freedoms are exercised responsibly.</p>	<p>Promoting mutual respect and tolerance is a fundamental aspect of our curriculum. Students are exposed to a wide range of scientific knowledge and cultures. They learn to appreciate diversity in scientific thought and contributions. In addition, teachers emphasise the importance of respecting the opinions and ideas of classmates, creating an inclusive and accepting classroom environment.</p> <p>Our curriculum provides opportunities to explore diverse cultural contributions to scientific progress. Teachers can incorporate case studies and historical examples of scientists from various cultural backgrounds. This not only enhances scientific knowledge but also promotes cultural understanding, reinforcing the value of a multicultural society.</p>