

British Values at The Heritage Coast Federation

Statement of Intent, Implementation & Impact

Intent:

We recognise the value and importance that British Values has for pupils to understand the core values of Britain. This is why at The Heritage Coast Federation we have designed a British Values curriculum with appropriate subject knowledge, skills and understanding to become well rounded citizens combined with a knowledge of virtues and characteristics we feel are important for their future.

Implementation:

The school curriculum will focus on four core British Values learning themes as well as incorporating virtues and skills which are equally as influential in their character development. With the knowledge progressing each year and opportunities which will extend beyond the curriculum the pupils will be exposed to the best opportunities to access a rich, wide set of experiences. The curriculum will include current issues so that pupils are aware of the changes in society.

Impact:

Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world. Opportunities will help young people to explore and express their character and build the skills they need for resilience, empathy and employability. The curriculum build up knowledge of our countries systems, beliefs and rights allowing pupils to leave primary school with an in-depth knowledge of how our country is run. Through our teaching we hope pupils will acquire a broad general knowledge and respect and tolerance between different cultures. We enable students to distinguish right from wrong, to accept responsibility for their behavior and to ultimately contribute positively to society.

	Individual Liberty	Respect and Tolerance	Democracy	Rule Of Law	Virtues	Resilience
Reception	• Recognises their own experiences and things that make them different. Is able to identify differences between themselves and others. • Understands and can express their own needs, wants and interests. Recognises events in their lives and their own abilities family members.	• Communicate freely about own home and community. • Shows interest in the lives of people who are familiar to them. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Aware of own feelings, and knows that some actions and words can hurt others' feelings.	• Begins to understand the needs of others • Understands how to work as part of a group or class.	• Understand and follow the rules • Recognises their own and others' behaviour and when this is wrong • Able to identify when to adjust their behaviour to different situations. • Aware of the boundaries set, and of behavioural expectations in the setting.	• Beginning to learn about making relationships, Self-confidence and self-awareness, Managing feelings and behaviour, Listening, Playing and exploring – engagement Active learning, Creating and thinking critically]	• Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties

Curriculum Overview: British Values

		• Understands that everyone enjoys different things • Recognizes similarities and differences between themselves and others, and among families, communities and traditions.				
Reception Vocab	Remember Different Same Need Want Interest Think	Home Community. Special Times Jobs Feelings Mean Hurt	Hands Up Sharing Working Together	Boundaries? Behavior Being Good Rules	Making Friends Feeling Words Listening Playing Exploring Creating Thinking	‘Can Do’ Trying Learning Mistakes Trying Again Another Way
Year 1	What is individual liberty? Beginning to understand rights and individuality	What is respect and tolerance? Beginning to understand respect and tolerance	What is democracy and is our school a democracy? Beginning to understand democracy. Comparing the country and our school	What is rule of law and do we use these in school? Beginning to understand laws. Comparing the country and our school	Developing courtesy Understanding courtesy Developing courtesy	What is resilience and when do we use it? Beginning to understand resilience. Recognising when it is used
	Individual Liberty Rights	Respect Tolerance	Democracy Government Votes Prime Minister Head Teacher School Council	Laws School Rules	Honesty Telling The Truth Lying	Challenge First attempt in learning resilience
Year 2	How am I an individual? Understanding what makes them an individual	How are people different? Recognising and understanding factors that make people unique	All about voting Developing a knowledge about voting and understanding why it is important	All about laws Developing and knowledge of laws and understanding why they are important	Developing honesty Understanding honesty Developing honesty	Why is resilience important? Understanding why resilience is helpful
	Individual	Race, Culture, National Origin, Region, Gender Sexual Orientation, Age Marital Status, Politics Religion, Ethnicity, Disability, Socio-Economic Difference,	Voting Rules Who Why	Laws Why What	Honesty Telling The Truth Lying	Resilience Help

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		Family Structure, Health, Values				
Year 3	What is my individual liberty made up of? Developing a knowledge of different types of liberty. Understanding and recognising what liberty is.	Understanding others Recognising stereotypes and understanding what tolerance is	Democratic structure Developing a knowledge about the structure of our democratic system and understanding how they work together	Justice system structure Developing a knowledge about the structure of our justice system and understanding the process	Developing generosity Understanding generosity Developing generosity	Is it ok to make mistakes and get things wrong? Understanding why mistakes are ok and recognizing how they help us to learn
	Individual Liberty Rights Choice Consent Individuality Political Liberty Civil Liberty	Understanding Stereotyping Understanding Opinions	Democratic Structure People Roles Local National	Justice System Structure Prisons Innocent Guilty Sentence Lengths	Generosity Giving Kindness	Resilience Mistakes solutions
Year 4	Equality vs Individuality. How can we be individual but still have equality	Were people always tolerant of others beliefs? - Discussing how the world has become more accepting. - Discussing events such as WW2 and black slavery	Did democracy always exist? History of democracy- Women's votes e.c.t	Did rule of law always exist? History of laws	Developing courage - Understanding courage - Developing courage	The journey of resilience? - Does everyone show resilience - Do we show resilience differently to others and at different points in our lives.
	Individual Liberty Individuality Equality Consent	Acceptance History Tolerance Beliefs Events	History Democracy	Exist Laws History	Courage Bravery	Resilience Journey
Year 5	How does to UK individual liberty compare to other countries? - Human rights - Differences in what we are allowed to express. - Debate	Is respect shown in the world today? Current issues surrounding tolerance and respect (see year 2 factors)	Do we all use a democratic system today? - Modern systems - Communism	Do we all use the same laws today? - Modern systems - Human rights	Developing humility - Understanding humility - Developing humdily	When may I need to use resilience in the future? Discussing events that may happen in the future such as in secondary school and later life and preparing scenarios and solutions

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	Individual Liberty Human Rights Differences Consent	Respect Tolerance	Democratic System Modern Systems Communism Democracy Dictatorship	Laws Modern Systems Human Rights	Humility Humble Modest	Resilience Future Scenarios Solutions
Year 6	Why is it important to express and be comfortable with your individuality? - Transition to secondary - Being confident with what your rights as an individual are and to make the most of them	Why is it important to show respect to others? - Standing up against prejudice - Empathising with others (see year 2 factors)	Is a democratic system always better? - Pros and cons of different systems - Debate (constituencies)	Is the UK's justice system a good one? - Pros and cons of different systems - Laws the might change Debate	Developing our Self Belief - Understanding self-belief - Developing self-belief	What will help me in the future to be more resilient? - Setting life goals - Refocusing on what matters - Accepting change - Putting things into perspective
	Individual Liberty Important Expression Comfortable Individuality Confident Consent	Respect Standing Up Prejudice Empathising (See Year 2 Factors)	Democratic System Pros And Cons Different Systems Constituencies	Justice System Pros Cons	Self-Belief	Resilient Life Goals Refocusing Accepting Change Perspective