

Promoting British Values across the Curriculum
at Richard Durning's Endowed Primary School



Curriculum Subject	British Values
Maths	<u>Rule of law</u> Statics in voting – parliament week, school council
English	<u>Democracy</u> Parliament week – y5/6 write manifestos <u>Mutual respect and tolerance</u> <ul style="list-style-type: none"> • Texts – Boy at the Back of the Class, Wonder, Fastest Boy • Walking in the shoes of others through writing – helping develop respect and tolerance which is also one of our school values. <u>Individual Liberty</u> <ul style="list-style-type: none"> • No point is put down, no answer is wrong • Enquiring minds in EYFS • Children wrote their own dream speeches on Martin Luther King day
Science	<u>Individual Liberty</u> <ul style="list-style-type: none"> • Darwin's theory of evolution – what different people believe – links to RE and being diverse. • Enquiring minds – question and not simply accept.
RE	<u>Mutual Respect and Tolerance</u> <ul style="list-style-type: none"> • Daily assemblies/collective worship – exploring different faiths; cultural diversity; special events in British society and the wider world such as St Georges Day, Remembrance Day, Holocaust Memorial Day, Fair Trade Week; Celebration of range of Christian festivals e.g. Harvest, Christmas, Easter • Religious Education Curriculum – exploring a range of different faiths; their beliefs, special books, places of worship, festivals and how they practice their faith. • Visiting places of worship that are important to different faiths – Mosque and Cathedral • Visitors of different faiths and from different cultures into school. <u>Individual liberty</u> <ul style="list-style-type: none"> • Exercise personal opinions • Picture News assemblies <u>Rule of law</u> Golden rules from each religion e.g. 10 commandments in Christianity
History	<u>Rule of Law</u> Rules and leadership in history units <u>Democracy</u> History golden thread – leadership e.g. roman empire – who was leader and what were they like and how changed. <u>Mutual Respect and Tolerance</u> <ul style="list-style-type: none"> • WW2 how Jews were treated • Anglo Saxons - Crime and punishment
Geography	<u>Mutual Respect and Tolerance</u> Respect for the local area and world around us

	<p><u>Mutual respect</u></p> <ul style="list-style-type: none"> • Stereotypes of different countries – when comparing and contrasting the wider world, physical features, culture <p><u>Democracy/ Rule of law</u></p> <ul style="list-style-type: none"> • Looking at and using political maps • Global supply trade – exports and imports
French	<p><u>Mutual respect</u></p> <p>Culture – challenging stereotypes</p>
DT	<p><u>Individual Liberty</u></p> <p>Christmas business markets and dragons den – design, create and sell products</p>
PSHE	<p><u>Mutual Respect and Tolerance</u></p> <ul style="list-style-type: none"> • Peer Massage • Resilience work • Mental health and wellbeing • Anti- bullying work <p><u>Individual liberty</u></p> <ul style="list-style-type: none"> • Anti Bullying Week – anti bullying workshop • Exercise personal opinions <p><u>Rule of law</u></p> <ul style="list-style-type: none"> • School rules • Classroom rules • Drug education • Police officers visited EYFS and <p><u>Democracy</u></p> <p>Circle time</p>
PE	<p><u>Mutual Respect/ Tolerance</u></p> <p>Sportsmanship through competitive sport – links to our curriculum driver; healthy mind, healthy body</p> <p><u>Rule of law</u></p> <p>Rules of games played</p>
Music	<p><u>Mutual Respect/ Tolerance</u></p> <ul style="list-style-type: none"> • Listen to music from other cultures within the music curriculum – listening and appraising • Listening music on entry and exit of assemblies <p><u>Mutual respect</u></p> <p>To establish our national identity – national anthem</p>
Computing	<p><u>Individual liberty</u></p> <p>E safety lessons – children exercise their rights and personal opinions.</p>
Art	<p><u>Mutual respect</u></p> <p>Self portraits – studied Frieda Khalo</p> <p><u>Individual Liberty</u></p> <p>Martin Luther King art work – expressed their own dreams for the future.</p>