



## Team 5 - British Values

	Year	Term	Subject	Unit of Work	Learning Outcome
1. To identify with different people and their cultures	5 & 6	All year	<b>Religious Education</b>	<b>Creation Stories.</b> <b>The True Meaning of Christmas.</b> <b>Crucifixion.</b> <b>Peace.</b> <b>Justice and Freedom.</b> <b>The Journey of life.</b>	Comparing Creation Stories – Judaism, Christianity, Hinduism and Sikhism.
2. To respect the opinion and beliefs of others					<p>Develop knowledge and understanding of a range of religions and beliefs, including celebrations and festivals.</p> <p>Children acquire respect and appreciation of their own and other cultures.</p> <p>Comparisons across religions, inner peace and community cohesion.</p>
3. To uphold the rule of law	5 & 6	All Year	<b>SEAL lessons /SEAL assemblies</b>		Children develop understanding of what is right and wrong and how to act accordingly in a moral dilemma. Children understand how to follow rules and behave within set parameters.
4. To appreciate the importance of equality before the law					
5. To cherish the individual liberty afforded to citizens of these islands					
6. To support the principle of freedom of expression					Our class rules and behaviour policies encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to a wider society.

7. To have some understanding of how a democratic political system works	5 & 6	All Year	<b>School Council Elections</b>  <b>Whole team decisions</b>		<p>School Council Elections: all pupils within the school have a voice that is listened to, we demonstrate how democracy works by actively promoting democratic process such as a school council whose members are votes for by the pupils. Children understand the concept of a majority vote and class councillors listen to the needs of all children before fairly presenting them to staff.</p> <p>Also, within the Team, we regularly use a fair voting system to decide on various activities such as rewards for good behaviour and DOJO points.</p>
8. To understand and exercise the notion of fair play					
9. To be committed to personal and social responsibilities	5 & 6	All Year	<b>School Mission</b>  <b>Community Activities</b>		<p>Visits from local authority services e.g. fire service, police force, St Johns ambulance, community support officer and the local council. Visits like these enable students to develop a broad general knowledge and respect for services in England.</p> <p>Children also raised awareness for speeding on our local roads by designing posters and creating a petition which they presented to the County Council during a full council board meeting at County Hall.</p> <p>Children also participated in a litter pick around the village and encouraged the community to clean up after their dogs.</p>
10. To develop a sense of community and togetherness					
11. To be aware of significant personalities, events and turning points in our history	5 & 6	All year	<b>History/Topic</b>	<b>Indus Valley</b>	<p>As part of our Topic work, children will explore and develop their knowledge of world history, establishing clear narratives within and across the periods they study by knowing when the Indus Valley civilisation existed and where in the world it was located.</p>

			<b>History/Topic</b>	<b>Stone Age to Iron Age</b>	Children will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.
			<b>English/Topic</b>	<b>Remembrance Day</b>	We will celebrate remembrance day and develop our understanding of events and significant personalities from that time.
				<b>Biographies</b>	Through our work on biographies, children will research and develop their knowledge of important and influential people throughout our history, such as: Queen Victoria, Guy Fawkes, Winston Churchill and William Shakespeare.
12. To be conversant with examples of British creativity and/or culture	5 & 6	All Year	<b>History Art Geography Design technology</b>	<b>Exploring Eastern Europe</b>	Comparisons will be made and investigated between the UK and areas of Eastern Europe. Children will study famous British artists as part of our Art and Design topic. Food and cultural similarities and differences will also be observed.

