



We want our children to know the values that underpin our British society. To be aware of their rights and responsibilities in order to serve their community actively and effectively, know that they have a voice worth hearing and to value and welcome the opinions of others and the ways in which others choose to live.

Cycle A	Autumn	Spring 1	Spring 2	Summer
British Value	Rule of Law		Individual Liberty	
Ideas/tasks	Classroom rules and why we need to follow them		To understand we need to treat others how we want to be treated.	
Objectives to be covered:	<p>Rule of law: understanding rules matter as cited in Personal Social and Emotional Development as part of the focus on managing feelings and behaviour:</p> <ul style="list-style-type: none"> <li>To learn to distinguish right from wrong.</li> <li>To create rules and some codes of behaviour, for example, to agree the rules about tidying up.</li> <li>To be able to take turns, share and compromise.</li> <li>To understand rules apply to everyone.</li> <li>To understand that not following a rule will have a consequence.</li> <li>To know who helps them in school and in the wider community.</li> </ul> <p>0-3 Year Olds: PSED - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Individual liberty: freedom for all As part of the focus on self-confidence &amp; self-awareness and people &amp; communities as cited in Personal Social and Emotional development and Understanding the World:</p> <ul style="list-style-type: none"> <li>To develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.</li> <li>To explore the language of feelings and responsibility.               <ul style="list-style-type: none"> <li>To reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what their favourite foods are.</li> <li>To appreciate and respect that others may have different views and that is okay and should be respected.</li> </ul> </li> </ul> <p>0-3 Year Olds: PSED - Establish their sense of self.</p>	
Key Vocabulary	Behaviour Feelings Rules Consequences Right Wrong	Vote Opinion Decision Choice Most popular Favourite Least popular	Feelings Difference Opinion Respect	
Where the above will be covered/evidenced	Floor book PSHE/BV lesson Display Pupil Voice	Family Group Floor Book Snack Time PSHE/BV lesson Pupil Voice	Child Initiated Play Family Group PSHE lessons Floor Book Story time Pupil Voice	Story time PSHE/RE lessons. Floor book Display Pupil Voice



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Cycle B	Autumn	Spring 1	Spring 2	Summer
British Value		Democracy	Protected /characteristics	Mutual respect & Tolerance of different faiths and beliefs.
Ideas/tasks		To vote for classroom reading books and activity choices and be able to discuss and share opinions. (Family groups)	To know and understand that we treat everyone equally and that we are all unique and special in our own way.	Taking turns, speaking kindly, kind feet kind hands.
Objectives to be covered:	•	<p>As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development: encourage children to see their role in the bigger picture, encouraging children:</p> <ul style="list-style-type: none"> <li>To know their views and opinions count and are important.</li> <li>To make decisions together.</li> <li>To be able to see their role in the 'bigger picture'</li> <li>To understand that voting means to choose an option from a given group.</li> <li>To be able to give a reason for their choices.</li> <li>To take part in activities that involve turn taking, sharing discussion and collaboration.               <ul style="list-style-type: none"> <li>To know that asking questions is okay and that we can work together to answer a question/help others.</li> </ul> </li> </ul> <p>0-3 Year Olds: PSED - Establish their sense of self.</p>	<ul style="list-style-type: none"> <li>To know about similarities and differences between themselves and others and among families.</li> <li>To understand that we are all unique and special in our own way because we are different.</li> <li>To understand a little bit of kindness goes a long way.</li> <li>To discuss and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.</li> </ul> <p>0-3 Year Olds: PSED - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. UTW Notice differences between people.</p>	<p>Mutual respect and tolerance: treat others as you want to be treated. As part of the focus on people &amp; communities, managing feelings &amp; behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:</p> <ul style="list-style-type: none"> <li>Adults should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.</li> <li>Children should acquire a tolerance and appreciation of and respect for their own and other cultures;           <ul style="list-style-type: none"> <li>To know about similarities and differences between, faiths, communities, cultures and traditions.</li> <li>To share and discuss practices, celebrations and experiences.</li> <li>To value each other's views and beliefs</li> </ul> </li> <li>To discuss and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.</li> </ul> <p>Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p> <p>0-3 Year Olds: PSED - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. UTW Notice differences between people.</p>
Key Vocabulary		Vote Opinion Decision Choice Most popular Favourite Least popular	Feelings Difference Opinion Respected	Similar Different Faith Belief
Where the above will be covered/evidenced		Family Group Floor Book Snack Time PSHE/BV lesson Pupil Voice	Child Initiated Play Family Group PSHE lessons Floor Book Story time Pupil Voice	Story time PSHE/RE lessons. Floor book Display Pupil Voice



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**Key Vocabulary** is in **red**

Across the year **we would hope to see** children develop the above skills at age related expectations it will be a gradual development and progression will be evident through discussions, Teacher assessment judgements, floorbooks, .

Evidence expected to be seen of:

- Examples of work in floor book/photos of this work.
- Comments written or annotated of discussions/things the children have said in floor book or on displays.
- Examples of the child being able to talk about what they have learned/understand regarding above topics.
- Key vocabulary/S plan on wall in areas/in floorbook.