



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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	British Value	Individual Liberty				Rule of Law	Democracy
	P4C Question linked to	What is Liberty? What would happen if there were no clubs?				What is rule of law? Are All secrets good? Should you be free to choose what you want to do at all times?	
	Ideas/tasks.					What are the rules of law within our school and country?	To know the major political parties within our country and their leaders and the purpose of a manifesto.
	Objectives/coverage	<ul style="list-style-type: none"> <li>I can use encouragement when respecting everyone's differences.</li> <li>I can celebrate the uniqueness of each individual and the power of being different.</li> <li>I can explore ways I am free to be me</li> <li>I understand ways to help others to be free to be themselves.</li> <li>I can value and respect everyone's individual name.</li> <li>I can choose words to describe my individual personality.</li> </ul> <p>I can consider the hopes and dreams we all have</p>			•	<ul style="list-style-type: none"> <li>To follow and value rules.</li> <li>To explore and make rules, learning their value and purpose.</li> <li>To think thoughtfully about why rules are needed, explaining this to someone else.</li> <li>To explore rules within the school and country, learning their value and purpose.</li> <li>To know that a law is an act of parliament.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To start to understand the terms democracy and rule of law and why they are important.</li> <li>To write a short speech about their own attributes to lead a democracy.</li> <li>To take part in a fair vote.</li> <li>To explore ways they can express their own opinions and campaign for democratic change.</li> <li>To take part in a Q&amp;A and a debate, representing a different character and delivering their desires powerfully through argument, persuasion, fact and opinion.</li> <li>To know why we have elections and how they help our country.</li> <li>To begin to understand that we have the right to vote.</li> </ul> <p>To know how we voted and where we vote and what happens to the votes once they are completed.</p>



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	Key Vocabulary	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Liberty</li> <li>• Personality</li> <li>• Unique</li> <li>• Different</li> </ul>		•		<ul style="list-style-type: none"> <li>• Rules</li> <li>• Value</li> <li>• Purpose</li> <li>• Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Law</li> <li>• Opinion</li> <li>• Campaign</li> <li>• Debate</li> <li>• Argument</li> <li>• Persuasion</li> <li>• Fact</li> <li>• Opinion</li> <li>• Elections</li> <li>• Vote</li> </ul>
Where these objectives will be covered in the curriculum.		<ul style="list-style-type: none"> <li>• PSHE</li> <li>• Topic Books</li> <li>• P4C</li> </ul>				Classroom Rules Topic Books P4C	



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<b>Cycle B</b>	British Value	Mutual respect		Tolerance of different faiths and beliefs.		Protected Characteristics	
	P4C Question linked to British Values	Does everybody have the right to be cared for? Should we get rid of factories? Should we stop using plastic all together?		What is Tolerance? Should everyone in the UK have the same faith? Should everyone in England speak English? Should we get rid of factories? Should we stop using plastic all together?		Can anyone be a musician? Is being creative important? Should everyone have access to the internet?	
	Ideas/tasks.	<b>Getting on and Falling Out</b> To resolve differences by looking at alternatives, making decisions and exploring choices.  <b>Spring term</b> Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported through RE and SMSC <a href="https://equaliteach.co.uk/wp-content/uploads/2018/05/Universal-Values-Mutual-Respect-and-Tolerance.pdf">https://equaliteach.co.uk/wp-content/uploads/2018/05/Universal-Values-Mutual-Respect-and-Tolerance.pdf</a> .		<b>Getting on and Falling Out</b> To resolve differences by looking at alternatives, making decisions and exploring choices.  <b>Spring term</b> Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported through RE and SMSC <a href="https://equaliteach.co.uk/wp-content/uploads/2018/05/Universal-Values-Mutual-Respect-and-Tolerance.pdf">https://equaliteach.co.uk/wp-content/uploads/2018/05/Universal-Values-Mutual-Respect-and-Tolerance.pdf</a> .		Look at scenario cards/videos. Children to identify which of the protected characteristics the person/people in the scenario are being judged against. How can we prevent this?	
	Objectives/coverage	<ul style="list-style-type: none"> <li>To describe how to welcome people and practice being welcoming.</li> <li>To appreciate other people's views and opinions.</li> <li>To understand not everyone has the same views/opinions and that is okay.</li> <li>To think about what different people in Britain are like.</li> <li>To understand what identity is.</li> <li>To describe themselves to others and understand their own individual identity.</li> <li>To welcome others and be respectful of their way of life including their beliefs, their thoughts and opinions.</li> </ul>		<ul style="list-style-type: none"> <li>To explore the importance of being different and what they can do if to make sure everyone in their class/school family is treated fairly.</li> <li>To think about what different people in Britain are like.</li> <li>To understand that there are many different faiths around the world.</li> <li>To acquire an appreciation of and respect for their own culture and the cultures of other people.</li> <li>To begin to understand some of the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions.</li> <li>To begin to understand the terms prejudice and discrimination.</li> </ul>		To be able to identify the following protected characteristics: Age Race Gender Disability Religion/belief To know why we have protected characteristics. To be able to identify discrimination/prejudice within a given scenario. To give ideas on how to prevent discrimination/prejudice within a given scenario.	



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	Key vocabulary	<ul style="list-style-type: none"> <li>Care</li> <li>Respect</li> <li>Opinions</li> <li>Views</li> <li>Difference</li> <li>Identity</li> </ul>		<ul style="list-style-type: none"> <li>Different</li> <li>Unique</li> <li>Britain</li> <li>Beliefs</li> <li>Culture</li> <li>Faith</li> <li>Prejudice</li> <li>Discrimination</li> <li>Religion</li> <li>Fairly</li> </ul>		<ul style="list-style-type: none"> <li>Protected characteristics</li> <li>Identity</li> <li>Unique</li> <li>Equality</li> <li>Prejudice</li> <li>Discrimination</li> <li>Age</li> <li>Race</li> <li>Gender</li> <li>Disability</li> <li>Religion/belief</li> <li>Sexual orientation</li> <li>Pregnancy</li> <li>Marriage/civil partnership</li> </ul>	
Where these objectives will be covered in the curriculum.	PSHE Topic Books P4C		P4C RE Books PSHE		PSHE Topic Books P4C		