**Britishness at Churchtown Primary School**

**Introduction**

From September 2014, the Department for Education (DfE) requires all schools to promote the historical and current values that underpin the national identity known as “being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is “Britishness”? British values are defined as:

* Respect for democracy and support for participation in the democratic process
* Respect for the basis on which the law is made and applies in England
* Individual liberty. Support and respect for the liberties of all within the law
* Respect for and tolerance of different faiths and religious and other beliefs

What does ‘Actively promote …’ mean?

* Focus on, and show how, the school’s work is effective in securing these values
* Challenging pupils and young people, staff or mums, dads or carers who express opinions contrary to British values

**Aims**

At Churchtown Primary School – and in line with the individual pupils’ capacity to understand the concepts and ideas – we aim to:

1. Democracy:

* Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
* Teach pupils how they can influence decision-making through the democratic process
* Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
* Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
* Help pupils learn how to argue and defend points of view
* Help pupils to express their views
* Teach pupils how public services operate and how they are held to account
* Model how perceived injustice can be peacefully challenged

2. Rule of law

* Ensure school rules and expectations are clear and fair
* Help pupils to distinguish right from wrong
* Help pupils to respect the law and the basis on which it is made
* Help pupils to understand that living under the rule of law protects individuals
* Include visits from the police in the curriculum
* Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
* Develop restorative justice approaches to resolve conflicts

3. Individual liberty

* Support pupils to develop their self-knowledge, self-esteem and self-confidence
* Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
* Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
* Challenge stereotypes
* Implement a strong anti-bullying culture
* Pupils, parents and staffs views are valued and sought, all pupils are made aware, where possible of others needs and how to support each other. Team Teach principles permeate the daily routines and care given to all.

4. Respect and tolerance

* Promote respect for individual differences
* Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
* Challenge prejudicial or discriminatory behaviour
* Organise visits to places of worship
* Develop links with faith communities
* Develop critical personal thinking skills
* Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
* Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference

**Teaching and Learning**

Every school is expected to ensure that its curriculum enables the pupils to explore what it means to be British.

Within this, schools are encouraged to develop the pupils’ ability to:

* Describe their own identities and the groups that they feel they belong to;
* Recognise different identities and experiences;
* Appreciate that identity consists of many factors;
* Recognise that each person’s identity is unique and can change;
* Begin to understand the idea of stereotypes.

We promote the fundamental British values through our teaching of Religious Education, assemblies and our Personal, Social, Health Education and Citizenship programmes.

Our topics and whole school themes also promote British values through:

* Ensuring that are school rules and expectations are clear and fair.
* Planned and spontaneous acts of Collective Worship (of varying themes).
* Story time in the Early Years Foundation Stage.
* Whole school poppy collection in late October/early November.
* Whole school Anti Bullying focus weeks.
* Special assemblies which focus on promoting Britishness.
* Specific teaching, as part of our school curriculum (see curriculum maps).
* Keeping abreast of current affairs by watching BBC ‘Newsround’.
* Fundraising for a number of charitable organisations, including: The Community Link Foundation, Children in Need, local food banks, Comic Relief.
* Fieldwork opportunities and studies of similarities and differences in the world.
* Celebrating differences and embracing an inclusive ethos.
* Appreciating that every individual matters including those who are socially, academically, physically or emotionally disadvantaged.
* Working in positive partnership with our parents and local faith community to support vulnerable families and employing a Learning Support Mentor who offers support and advice.

Our curriculum is driven by creative teachers, the secure knowledge of our children's needs and our shared vision to develop independence, confidence, appreciation and a love of learning. We believe in widening and deepening our children's learning experiences, enabling competence and mastery at all levels.

Here, we provide an overview for each year group of specific teaching of Britishness. Class teachers use their discretion to choose some content considering the cohort and their interests.

**PROMOTING BRITISH VALUES – EARLY YEARS FOUNDATION STAGE (NURSERY AND RECEPTION)**

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| Our United Kingdom | Very simple outline floor map – naming countries of the United Kingdom. | Identify England, Wales, Scotland and N. Ireland. |
| The Union Flag | Recognise the flag.  Describe the flag and recognise the flags of England, Wales and Scotland. | Recognise and describe the features of the flag; colours, lines etc. |
| Britain’s Most Iconic Buildings | Big Ben, Buckingham Palace, London Eye, Liver Building, Blackpool Tower, Angel of the North. | Recognise pictures of buildings and places. |
| The Royal Family | Senior Figures; Queen Elizabeth, Prince Philip, Prince Charles, Princes William and Harry, Catherine Middleton and Prince George. | Recognise pictures of senior Royals. |
| National Anthem | Play national anthem. | Children familiar and become able to sing along. |
| British Natural Features | Beach, mountain, sea, river. | Recognise geographical features from photographs. |

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| Patron Saints and Emblems – mainly through Collective Worship. | England – George (Rose)  Wales – David (Daffodil)  Scotland – Andrew (Thistle)  N. Ireland – Patrick (Shamrock) | Hear the story of the Saints.  Recognise emblems. |
| London | Features of the city; river, buildings (modern and historic), where Queen resides, capital city, Government (people in charge) base. | Recognise River Thames, position on map, some famous buildings etc. |
| Britain in the World | World floor map and globe in the classroom. | Children to recognise that the UK is an island and is small when compared with many others. |
| Tourism | Talk about Southport as a tourist site; pier, fairground, beach, hotels etc. | Children to recognise our town as a tourist site. |
| Making a Vote – Electing a Representative – School Council. (In Reception from Easter) | Children familiar with election/selection when compared with other systems. | Children able to vote – 1 vote per person. |

**PROMOTING BRITISH VALUES – YEAR ONE**

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| Our United Kingdom | Countries of the UK, capital cities on a simple floor map. | Children to recognise, remember and locate countries and capitals. |
| The British Passport | Recognise features of the passport, make their own passport, and take their own photograph.  Compare with another from elsewhere in the world. | Recognise features of the passport. What tells us it’s British? |
| **Area of Work** | **Suggestions** | **Outcomes** |
| Our People | Recognise facial features and colours.  African, Chinese, White European. | Difference/similarity/all people of the world.  Living together peacefully.  Name some areas – Merseyside, Lancashire etc. |
| Our Government | Name the parties, leaders of parties.  Where they meet, how they are selected.  House of Commons / Lords. | To know the Prime Minister – 10 Downing Street. To begin to understand the election process. |
| Music | Listen to The Beatles music.  Name the members of the Beatles. | Famous songs. Penny Lane, Yellow Submarine etc. Be able to sing along. |
| Money | Pounds and Pence | Recognise coins/count money.  Images on coins and notes familiar to children. |
| Our School | In the locality. Know that we are a tourist town in Merseyside. What is around our school? Go for a walk? | Know where we are situated, local amenities and position near Liverpool. |
| Liverpool | Notable facts: port, docks, Liver Building, River Mersey.  Football teams, Merseyside, Cathedrals | Know that Liverpool is our nearest city.  Picture gallery of all main features that children recognise. |
| Making a Vote – Electing a Representative – School Council. | Children familiar with election/selection when compared with other systems. | Children able to vote – 1 vote per person. |

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| Money | Pounds / Pence – Euro.  Comparisons / Differences. | Recognise that not everyone in Europe uses the Pound. |
| Countries, Capitals, Other Great Cities in the UK | Introduce Liverpool, Glasgow, Leeds, Newcastle, Birmingham, Swansea, and Manchester.  Introduce Atlantic Ocean, North Sea, Irish Sea. | Recognise countries and locate cities.  Remember countries and capitals.  Find Great Britain on the globe. |
| Language | World importance of English. Where is it spoken?  Welsh Language – learn a word. | Children understand the number of people who speak English and where in the world. |
| Famous Britons | Select 3 examples - Churchill, Thatcher, Darwin, Newton, Henry VIII, Florence Nightingale, Bessie Braddock, Dame Shirley Bassey, Mo Farah. | Children familiar with the lives of **three** famous Britons. |
| A British Artist | Lowry, Banksy, Hockney, Emin, Constable – choose one. | Children familiar with the work of one British artist. |
| Making a Vote – Electing a Representative – School Council. | Children familiar with election/selection when compared with other systems. | Children able to vote – 1 vote per person. |
| Food from Britain | Identify very British food. Fish and Chips, Apple Pie etc. What do the children like to eat? To include traditional Christmas food. | Recognise that many foods in Britain originated elsewhere – e.g. Pizza – Italy. |
| Hold a Simple Debate | Select a ‘big question’ and ask children who would like to talk about it.  e.g. How can we improve our school?  How can we stop people being unkind? | Children ready and willing to contribute  (perhaps with notice). |

**Promoting British Values- Year 2**

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| **Area of Work** | | **Suggestions** | | **Outcomes** |
| Music | | From Liverpool – Beatles, Gerry and the Pacemakers  From Manchester – Oasis  From Wales- Catherine Jenkins | | Listen and learn a song e.g. Ferry Cross the Mersey. You’ll Never Walk Alone. |
| British Stamps | | Features, themes, design your own.  Begin a stamp collection of British Stamps. | | Children recognise British stamps. |
| Safety | Safety and emergency services – police, fire, ambulance – 999, 111, 101 know how to dial. | | Children able to use. | |

**PROMOTING BRITISH VALUES – YEAR THREE**

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| Famous British Stories / Folk Tales | Robin Hood, King Arthur Stories, Finn MacCool (Giants Causway) etc. | Children familiar with some British stories. |
| Countries, Cities, Natural Features | Rivers – Thames, Mersey, Severn  Mountains – The Lake District, Snowdonia, Pennines, Seas – Seas / Oceans | Children can locate them/add them to a map. |
| Famous British Children’s Writers | J.K. Rowling, E. Blyton, J. Aitken, R. Adams, C.S. Lewis, P. Pullman, Valerie Bloom | Children familiar with a number of British writers. |
| London | Famous institutions: Museums, Tower of London, St Paul’s Cathedral, Buckingham Palace. | Children more familiar with national institutions in London. |
| British Popular Music | Concentrate on the music of one city – Liverpool | Children familiar with famous songs and singers of one e.g. Liverpool – Beatles, Gerry and the Pacemakers, Cilla Black, Mersey Beats. Learn an iconic song – Ferry across the Mersey, Penny Lane. |
| **Area of Work** | **Suggestions** | **Outcomes** |
| Safety | Green Cross Code – what is it?  Safety and emergency services – police, fire, ambulance – 999, 111,101 know how to dial. | Children able to use both. |
| British Sports | Football – can we locate local teams on a map?  Discuss Premier league teams and where they come from.  Everton and Liverpool – know the home grounds, the managers and some of the players.  Arthur Wharton (1st Black British Footballer, Andrew Watson (Scotland) | The story of a famous local British football player – possibly Stephen Gerrard. |
| Local history | Great War memorials – how do we remember and why? World War I and II. Cenotaph in Southport.  Victorian Southport – explore Victorian features through photographs. What has been left behind? | Children aware of local lives lost in both World Wars.  Awareness that Southport is a Victorian seaside town |
| Hold a simple debate | Select a big question relating to a topic eg. .  How can we improve our environment?  How can we improve our town? | Children able to plan key points for and against an argument. |

**PROMOTING BRITISH VALUES – YEAR FOUR**

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| British Legal System | How does it work? Solicitors / Barristers.  Magistrates / Judges  Local Courts / County Courts  The Jury System – how does this work?  Visit to court? | Children to be introduced to the British Legal System.  What is a Jury? Role play of a trial defence and prosecution. |
| Great British Inventions | Draw and write about the jet engine, the hovercraft, thermos flask, lawn mower, light bulb, chocolate bar, the pneumatic tyre, steam engine, World Wide Web, telephone, television, toothbrush etc. | Children familiar with a list of the great British inventions and details of a few.  Know **two** stories. |
| Famous British Women in History | Select one and discuss her life. Topic related if possible. Boudicca, Bessie Braddock, Mary Seacole. | Children to know the story of **one** famous woman. |
| Religious Tolerance | The places of worship we can find in Britain.  Christian – Church, Jew – Synagogue, Muslim – Temple, Sheikh – Temple. | Idea of right to worship is understood.  Freedom to believe or not.  Children know the places of worship. |
| UK In The World | Talk with children about European Union. Locate on map.  Talk to children about NATO – Locate on map. | Children to understand much more about European Union and North Atlantic Treaty Organisation |
| British Iconic Buildings and Architecture  (Attached list are considered to be some of the most famous/important buildings in Britain). | Liverpool Town Hall, Liverpool  St. George’s Hall, Liverpool  Rievaulx Abbey  Edinburgh Castle  Westminster Abbey  Kings Bench Walk, Temple, London  Ditherington Flax Mill, Shrewsbury  Liverpool Road Railway Station, Manchester  No.6 Slip Chatham House, Dockyards  All Saints, Margaret Street, London | Know the story of **two** buildings. Choose one local and one further afield. |
| British Heroes and Their Stories | David Attenborough, Isambard Kingdom Brunel, Captain Cook, Michael Faraday, Edward Jenner  Steve Redgrave, Tanni Grey Thompson, Colin Jackson, Linford Christie, David Smith, Ellie Simmons etc | Children to know the stories of **two** heroes. |
| BBC | Talk about:  TV stations, Radio stations, BBC World Service, BBC Local Radio e.g. Radio Merseyside – most listened to BBC local radio stations.  Moira Stewart Newsreader | World importance of BBC.  Children to broadcast some news. |
| Sport | Choose from: football, rugby, cricket, netball. | Outline of a game, rules, successes, trophies. |

**PROMOTING BRITISH VALUES – YEAR FIVE**

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| British Institutions | National Health Service  Education System  Churches / Temples  Emergency Services  Marks and Spencer  National Trust | e.g. know the origins of the health service. How does it work? |
| **Area of Work** | **Suggestions** | **Outcomes** |
| Great British Historical Events | Coronation of Queen Elizabeth II  Margaret Thatcher – first female Prime Minister.  Charles Darwin visits the Galapagos Islands.  Nelson on board the Victory.  King John signs the Magna Carta.  Julius Caesar invades Britain.  Diane Abbott 1st Black Female MP | Children to know **three** stories. |
| Fashion | Mary Quant, Paul Smith, Twiggy, Alexander McQueen, Stella McCartney, Kate Moss, Vivienne Westwood, Zandra Rhodes, Victoria Beckham, Bruce Oldfield, Naomi Campbell | Know the stories of **two** fashion icons. |
| Energy  Hold a debate | Fossil fuels – nuclear – renewable – solar panels | Discuss – coal, oil, water, sun, wind, fracking, energy, through open debate. |
| British Politics  Conservative  Labour  Liberal Democrats  Others | Hold a debate. Political differences. Right to hold views without persecution.  Know the Prime Minister and the Chancellor of the Exchequer. | Have some understanding of party differences. Teacher’s choice. |
| London’s Transport System | London Underground  Boris’ Bikes  London Taxi Service  Red Buses | The famous map – know some stops. Draw your own.  Cycling in London.  The Black Cabs. |
| Great British Writers (not necessarily children’s writers) | Shakespeare, Bronte Sisters, J.K. Rowling, Spike Milligan, Michael Rosen, Alan Garner, Yates, Browning, Salmon Rushdie, Malorie Blackman. | Children particularly familiar with the work and life of one writer. |
| British Beliefs | Christian – R.C. Church of England, Methodist, Baptist etc – Priest, Vicar, Pastor.  Judaism – Jews, Rabbi, Synagogue  Islamic – Mosque, Imman, Temple | Simple understanding relating to one God. |

**PROMOTING BRITISH VALUES – YEAR SIX**

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| **AREA OF WORK** | **SUGGESTIONS** | **OUTCOMES** |
| Right to Free Speech | Speakers Corner – create in the classroom.  Stand and speak. Hold an opinion. | Speak for 2 minutes on something you believe e.g. Liverpool is the best football team. |
| Elect a Committee with Officers | Election following presentation refer to beliefs. Secret ballot – one vote. | Follow the full process.   * Nominations / seconds * Each to talk * One vote per person |
| Modern Living Great Britons | Sir Richard Branson, Lord Sugar, Prof. Brian Cox, Simon Cowell, Sir Bradley Wiggins, Stephen Hawkins, Sir David Attenborough, Sir Paul McCartney, David Hockney, The Queen, Nicola Adams, Tanni Grey Thompson, Ellie Simmonds, David Beckham, Sir Trevor Macdonald |  |
| How Local Government Work | Election, Council Chamber | Visit Council Chamber, hold a debate. |
| Britain in Europe | History of European Union | Original members. Why was it formed? |
| Great British Pop Songs | A Day in the Life – Beatles  Waterloo Sunset – Kinks  Wonderwall – Oasis  Greatest Day- Beverley Knight  Bohemian Rhapsody – Queen  My Generation – The Who  Letter from America- The Proclaimers  Angels – Robbie Williams  Beautiful day- U2  Life on Mars – David Bowie  Life Forever – Oasis  When the Going Gets Tough- Billy Ocean  Help – Beatles  Imagine – John Lennon | Children will be familiar with a range of pop songs and can sing along. |
| Keeping Healthy | Who does what each week? Bike, Swim, Walk | Chart your physical activity. |
| Supporting the Family | Helping at home. | What do you do? What could you do? |
| The Unspoken  British Class System | Begin to understand the social structure of the UK. | Very brief introduction relating to wealth, advantage etc. |
| British TV and Drama | Discuss Coronation Street, Eastenders, etc. | Nature of drama – The Soap Opera. |