



British Values

The DFE (Department for Education) state that:

'Schools have the responsibility to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

At Rose Wood, we define British Values in the following way:

- **Democracy** - We have a say in the rules.
- **The rule of the Law** - We follow the same rules to keep everybody safe.
- **Individual Liberty** - We are free to be who we are.
- **Mutual Respect and Tolerance** - We treat **everybody** equally and respectfully

We believe that these British Values are key values at Rose Wood and are underpinned by our school values of 'Be Kind and REAP the Rewards' (Respect, Empathy, Achievement and Pride'). British Values are threaded through all aspects of school life and are an integral part of our personal development provision.

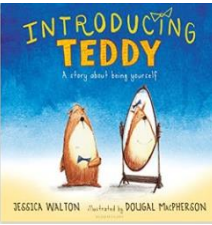

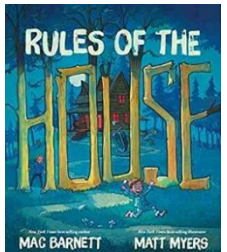

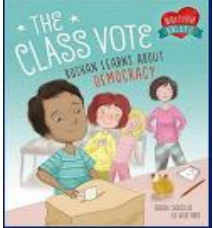
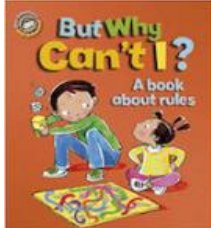
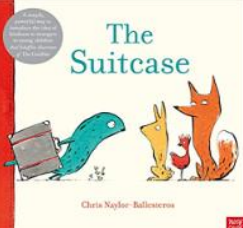
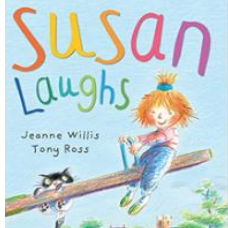
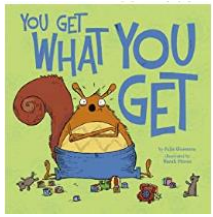
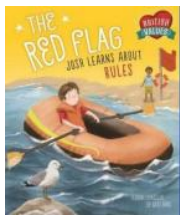
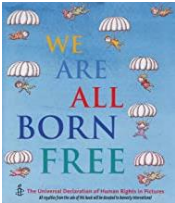

How we help our children prepare for adult life as citizens of Modern Britain?

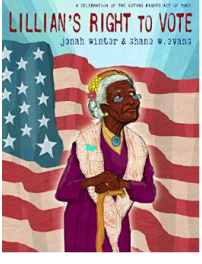
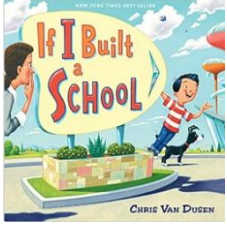
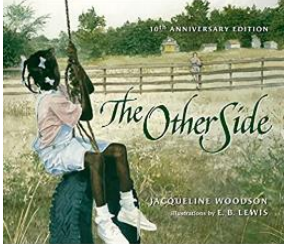


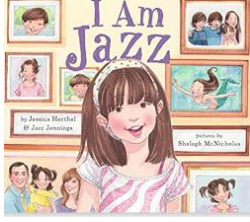
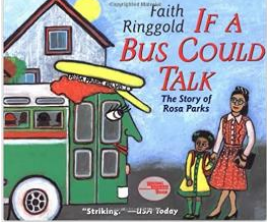
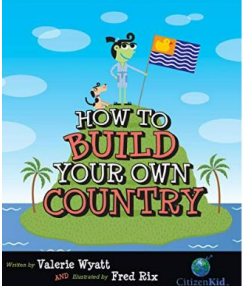


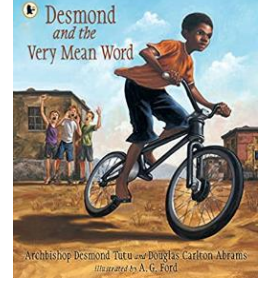
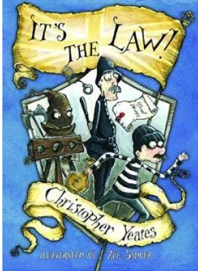
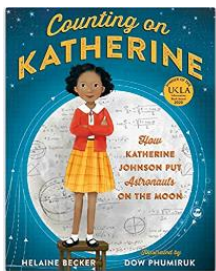
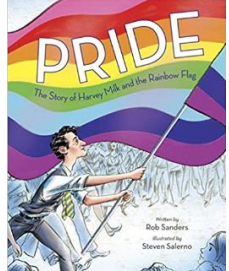
- Develop their self- confidence and self-esteem
- Develop their understanding of right and wrong, and their respect for the law
- Encourage them to take responsibility for their behaviour
- Encourage involvement in the community and wider society
- Encourage respect for the public services and institutions of Britain
- Promote tolerance and respect for all cultures and faiths
- Encourage participation in the democratic process
- Encourage personal and social responsibility

British Values are part of the fabric of life at Rose Wood and are promoted throughout all aspects of school. They are also explicitly taught. British Values are planned into our assemblies, are identified as teaching opportunities in each 'Enquiry Driven Curriculum' plan and are also planned into our PSHE provision through SCARF. The 'Enquiry Driven Curriculum' plans can be seen on our year group pages on our website. The following SCARF lessons cover the teaching of British Values.

| British Values | |
|----------------|---|
| Year Group | Lesson |
| Nursery | N Me and my friends N Friends and family N Including everyone |
| Reception | R I'm special, you're special R Same and different R Same and different families R Same and different homes R I am caring R I am a friend |
| Year 1 | Y1 Same or different? Y1 Why we have classroom rules Y1 Taking care of something Y1 It's not fair! |
| Year 2 | Y2 Getting on with others Y2 Our ideal classroom Y2 When someone is feeling left out Y2 An act of kindness |
| Year 3 | Y3 Respect and challenge Y3 Let's celebrate our differences Y3 Our friends and neighbours Y3 As a rule |
| Year 4 | Y4 What would I do? Y4 What makes me ME! Y4 Can you sort it? Y4 Different feelings Y4 How do we make a difference? Y4 The people we share our world with Y4 It's your right |
| Year 5 | Y5 Kind conversations Y5 The land of the Red People |
| Year 6 | Y6 Democracy in Britain 1 - Elections Y6 Democracy in Britain 2 - How (most) laws are made Y6 Respecting differences Y6 OK to be different |

As with other aspects of our personal development, we also use quality texts to help activate learning and deepen children's understanding of the values taught:

| Democracy | The Rule of Law | Individual Liberty | Mutual Respect and Tolerance |
|---|---|--|---|
| Nursery | | | |
|  |  |  |  |
| Reception | | | |
|  |  |  |  |
| Year 1 | | | |
|  |  |  |  |
| Year 2 | | | |
|  |  |  |  |

| Democracy | The Rule of Law | Individual Liberty | Mutual Respect and Tolerance |
|--|---|---|--|
| Year 3 | | | |
|  <p>LILLIAN'S RIGHT TO VOTE A CELEBRATION OF THE CIVIL RIGHTS ACT OF 1964 by Jonah Wislar & Shana W. Evans</p> |  <p>If I Built a School CHRIS VAN DUSEN</p> |  <p>JULIAN IS A MERMAID "Cauterous and girlish-breaking" The Junior Library Guild by Jessica Love</p> |  <p>The Other Side 10th Anniversary Edition by JACQUELINE WOODSON Illustrations by E. B. LEWIS</p> |
| Year 4 | | | |
|  <p>HER RIGHT FOOT DAVE EGGERS ART BY SHAWN HARRIS</p> |  <p>RULES OF SUMMER Shaun Tan</p> |  <p>I Am Jazz by Jessica Herthel & Jane Yolen Illustrations by Shagun M. Nicholas</p> |  <p>IF A BUS COULD TALK The Story of Rosa Parks Faith Ringgold Illustrated by Faith Ringgold</p> |
| Year 5 | | | |
|  <p>HOW TO BUILD YOUR OWN COUNTRY written by Valerie Wyatt and illustrated by Fred Bix CitizenKid</p> |  <p>DON'T CROSS THE LINE! Illustrated by GUY CARLTON</p> |  <p>Malala's Magic Pencil MALALA YOUSAFZAI Illustrated by KERASCOET</p> |  <p>Desmond and the Very Mean Word Archbishop Desmond Tutu and Douglas Carlton Abrams Illustrated by A.G. Ford</p> |
| Year 6 | | | |
|  <p>THE CONQUERORS David McKee</p> |  <p>IT'S THE LAW! Christopher Yates</p> |  <p>Counting on KATHERINE USLA How KATHERINE JOHNSON PUT Astronauts ON THE MOON Illustrated by HELAINE BECKER DOW PHUMIRUK</p> |  <p>PRIDE The Story of Harvey Milk and the Rainbow Flag Written by Rob Sanders Illustrated by Steven Salerno</p> |

The information below shows further details on how we practise British Values at Rose Wood:

Democracy

We uphold the British value of democracy by facilitating a democratic process for electing school councillors. Each year group votes for their School Council representatives who discuss and feedback issues of importance to the school in regular meetings. The election of the members of school council reflect our British electoral system and demonstrates democracy in action. Pupils consider characteristics important for an elected representative and pupils vote in secret. School council meets regularly to discuss issues raised by classmates or issues pertinent to the school community. Pupils use their voice to share ideas and concerns with members of school council. The school council meets with our local councillor and helps with community projects such as bulb planting and litter picking. We have also invited the elected mayor into school to raise our concerns on local issues and see our democratic process in action. Children have also taken part in the 'Young Citizens – Make a difference challenge'. This provides them with an opportunity to identify and research a social or environmental issue that they feel passionate about, then make a difference to it through awareness-raising, fundraising or taking practical action. We use local and national elections as opportunities to educate children about British democratic processes. Classes regularly use different voting methods to vote on issues of importance to them, including recipients of kindness awards and end of day book choice. Children debate and discuss topics of interest through our enquiry driven curriculum and SCARF (PSHE) lessons.

Rule of Law

At Rose Wood, we learn about why we have rules to follow in both school and society. The importance of why we have rules, whether they be those that govern the class, the school, the community, or the country are consistently reinforced. Through our PSHE programme, we share some of the laws of the country with the children in order to help support them make good decisions and help prepare them for life beyond school. We have a behaviour policy which is implemented consistently across the school with children and parents are aware of the Dojo rewards system. Our behaviour expectations are closely linked to our school values of 'Be Kind and REAP the Rewards' and are taught through our Rose Wood behaviour curriculum. Classes establish their expectations in line with this curriculum to clarify responsibilities in class and the consequences of behaviour are set out in our behaviour ladder. Visits from local agencies such as the police and fire service help children to understand the rules in our community. We also learn about rules in sports and games through PE lessons and external visitors lead 'Bikeability' and road safety sessions where children learn the associated safety rules.

Individual Liberty

Children are encouraged to make positive choices in their learning and behaviour in a safe and supportive environment. We promote freedom of choice and the right to express views and beliefs, whilst being respectful to others. Through PSHE lessons, we develop self-knowledge, self-esteem and self-confidence, learning about understanding and regulating our feelings and behaviours. Our behaviour policy supports children to accept responsibility

for their own actions. Children are supported to make a positive contribution to our local and global communities through trips and links with other schools. All pupils get involved in fund raising for local, national and international charities throughout the school year. Whole school themed events, assemblies and charity events raise awareness of the difference we can make in the world, supporting national and local charities. Through our E-safety, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely.

Mutual Respect and Tolerance

At Rose Wood our school values, 'Be Kind and REAP the Rewards,' underpin everything we do. Respect for each other and our environment is at the heart of Rose Wood's ethos. All members of the school community are expected to treat one another with respect and to work positively with everyone. Children learn that their activities have an effect on others through our behaviour policy, PSHE and RE lessons. Children are supported to develop respect for their own and others' cultures and beliefs. Assemblies follow themes underpinned by values of diversity and respect.

Rose Wood Academy is a school which is not culturally diverse. Promoting diversity is therefore central to gaining knowledge and understanding of different faiths and religions. Children are introduced to a wide range of ways of life from within Britain and around the world through assemblies, RE, educational visits, stories and our enquiry driven curriculum. Diversity is promoted through marking and learning about different celebrations throughout the year alongside our work to ensure equality based on the protected characteristics. We follow the Middlesbrough syllabus for RE which teaches about different faiths. Children visit different places of worship across Teesside and visitors from different faiths are invited to share the diversity of beliefs and customs with children throughout the year. PSHE lessons support children to listen to, understand and respect the views and beliefs of others and to celebrate diversity. Half termly units such as 'Valuing Difference', 'Me and My Relationships' and 'Rights and Respect' help support this. Staff and pupils are supported to challenge behaviour that is discriminatory or prejudicial.

We also teach children the value of respect for British institutions by celebrating many British festivals and special events; inviting representatives from various groups such as the police and local charities into school and teaching children about the work of parliament.

More details about each year group's additional/specific British Values' provision is given below:

| Nursery | |
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| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Children are involved in choices for book selection | <ul style="list-style-type: none"> • Introduction to the conventions of a school environment |
| Individual Liberty | Mutual Respect and Tolerance |
| <ul style="list-style-type: none"> • Start to recognise feelings and how they impact on the choices the children make • Know their own likes and dislikes • Recognise that we are all unique • Supported to make choices about activities in nursery • Attitudes towards gender stereotypes – children have choices and care is taken that these are not based on traditional gender roles – eg dress up choices, activity choices | <ul style="list-style-type: none"> • Identify similarities and differences between their peers and themselves • Understand people have different religions and cultures • Learn how to respect the nursery and home environment • Learn to work co-operatively with others • Curriculum built around the prime areas of learning to support the early development of social and communication skills • Different cultural events such as Chinese New Year to help children understand and respect differences. |

| Reception | |
|---|---|
| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Voting station to select class story | <ul style="list-style-type: none"> • Use of visual prompts to support conforming with class rules • Introduction to wider school conventions |
| Individual Liberty | Mutual Respect and Tolerance |
| <ul style="list-style-type: none"> • Share favourite interests and recognise that these can be different • Talk about their own family, customs and celebrations and recognise that they might be different | <ul style="list-style-type: none"> • Develop skills of friendship and co-operation • Book choices made to ensure regular discussions on characters' relationships and wide range of identities, beliefs and cultures e.g 'Coming to England' and 'Something Else' • Curriculum built around the prime areas of learning to support the development of social and communication skills • Different cultural events such as Diwali to help children understand and respect differences. |

| Year One | |
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| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Vote for class book for book club • Encouraging children to all 'have a voice when discussing answers to enquiry question • Learn about 'opinion' and 'fairness' | <ul style="list-style-type: none"> • Understand why we have classroom rules • Rules for protecting animals/conservation • How new health and safety guidelines were put in place following the Great Fire of London and why this is still important today. • Consider the rules for playing games as part of toys topic and why following these rules is important |
| Individual Liberty | Mutual Respect and Tolerance |

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| <ul style="list-style-type: none"> • Recognises differences between people and appreciate the positive aspects of these differences • Look at the concept of individual liberty regarding animals – zoos v the wild • Recognise that everyone is entitled to their own opinion ‘What does home mean to us?’ unit - Children to know people live in different set ups and they have the right to live as they please, within the rule of law. Understand that while we are free to make our choices children will learn that choices they make can affect the environment | <ul style="list-style-type: none"> • Learning about some of the key British institutions in their capital city through ‘Great Fire of London’ unit • Recognise what is fair/unfair, kind/unkind and how kindness can be expressed • How to demonstrate responsibility • How to give and receive positive feedback • Respect for animals • Recognise the importance of respecting people’s different opinions • How to respect our local community/local environment and recognise the diversity within • Listen to viewpoints on respecting the environment, including Greta Thunberg. |
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| Year Two | |
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| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Laws linked to women and their right to vote (Suffragette movement.) Was it democratic that women couldn’t vote? • Votes for class book | <ul style="list-style-type: none"> • Laws linked to women and their right to vote (Suffragette movement) |
| Individual Liberty | Mutual Respect and Tolerance |
| <ul style="list-style-type: none"> • The barriers women sometimes faced historically linked to figures like Mary Anning and Mae Jemison and compare to women in modern Britain and their rights • Personal choices regarding food choices and impact on own health and also on farming/environment | <ul style="list-style-type: none"> • The conventions of courtesy and manners • Group dynamics and impact of being excluded • Strategies for getting on with others • Recognising and describing acts of kindness and unkindness • Look at customs, faiths and beliefs in Indian culture and look at elements that are familiar in modern Britain • Visit to the local mosque to aid respect and understanding of Islam |

| Year Three | |
|---|--|
| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Consider how democracy did not exist in early British civilizations and the impact that may have had. • Compare and contrast democracy in modern Britain to the system in Ancient Egypt • Consider how everyone has a voice through a democratic process linked to government decisions impacting on global warming | <ul style="list-style-type: none"> • Rules/consequences and why different ages sometimes have different rules • Rules and laws in Ancient Egypt/Early British civilizations and compare to modern British society • Pedestrian Training – road safety |
| Individual Liberty | Mutual Respect and Tolerance |
| <ul style="list-style-type: none"> • Know that there are many different types of families in modern Britain – understand adoption, fostering and same sex relationships • Consider the choices we can all make to help protect the environment | <ul style="list-style-type: none"> • Strategies to resolve simple conflict situations • Using respectful language and considering others’ points of view • Consider the diversity of people living in the UK |

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|---|---|
| <ul style="list-style-type: none"> • Debate the extent to which everyone has a right to do as they please v. impact – link to environmental issues | <ul style="list-style-type: none"> • Look at why some people have prejudiced views and why this is • Look at how people in early civilizations held different beliefs and how they practised their religion and compare to today • Middlesbrough Study – Local diversity and the importance of respect within the community • Virtual visit from member of Jewish community to aid respect and understanding of Judaism |
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| Year Four | |
|--|---|
| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Vote for class books to read • Consider ways that children can contribute to the decision making process in school and recognise that everyone can make a difference within a democratic process. • Recognise that America is a democracy like Britain | <ul style="list-style-type: none"> • Know the legal age for marriage in England and Scotland • Know rules for safety with medicines • Learn about Roman rules and how they differ from laws today • Look at how some maritime laws have changed since the Titanic disaster with understanding of why these changes need to be made • Look at rules and for protecting the environment and the impact of when these aren't followed |
| Individual Liberty | Mutual Respect and Tolerance |
| <ul style="list-style-type: none"> • Human rights and respecting the rights of others • Recognise what makes us all unique • Making choices – confidence to differ with friends' choices • Consider the structure of the Roman hierarchy and how individual liberty was restricted for some of these groups. Compare to modern Britain. • Consider the rights of the indigenous people of USA and link to freedom of choice and the choices we have in Britain today. | <ul style="list-style-type: none"> • Social stories intervention • Consider all the ways people can be different (including differences of race, ethnicity, gender, religion, customs) and how we respect those differences • Conflict resolution • Discuss how where people were in the Roman hierarchy affected the respect given to them and link to modern Britain. • Early Christianity – battles began due to differing beliefs – compare to Britain today. • Respecting the environment in which we live |

| Year Five | |
|---|---|
| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Learn how modern democracy originated in Ancient Greece • Debates on enquiry questions such as 'Humans v Nature: which is deadliest?', 'Vikings; Peaceful Settlers or Ruthless Raiders'? • Discuss some reasons why people vote for certain candidates in elections, such as Bolsonaro in Brazil being voted out in Brazil due to new president promising to protect the Amazon rainforest. • Vote on where to locate a 'Great British Theme Park' using evidence gained through the unit of work • Voting for class book | <ul style="list-style-type: none"> • Ancient Greek laws compared to Modern Britain and the Rule of Law • The importance of the rule of law, using the example of when law and order fails in a natural disaster • 'Thing' (derived from Old Norse word 'þing', meaning assembly) was an early system of justice and administration brought to Britain by the Vikings |

| Individual Liberty | Mutual Respect and Tolerance |
|---|---|
| <ul style="list-style-type: none"> • Prejudiced base bullying: how people express their gender • Compare freedom of choice in Ancient Greece to modern Britain. Specific focus on difference between men and women in Greek times and comparisons made with today. • Encourage children to have belief in their own decisions when debating enquiry questions and coming up with an answer | <ul style="list-style-type: none"> • Attributes of collaboration, negotiation and compromise taught • Discrimination • Diversity in the school/wider community/wider parts of UK and respecting diversity • Look at beliefs of Ancient Greeks and Vikings and understand why people have had different beliefs and why it is acceptable that people believe different things • British institutions as part of 'Great British Theme Park' unit |

| Year Six | |
|--|--|
| Democracy | Rule of Law |
| <ul style="list-style-type: none"> • Democratic vote for books to read • Democratic vote for end of year events/Y6 hoodie • Democracy in Britain - elections • Democracy in Britain – how laws are made • Democracy v Dictatorship through WW2 unit • Shackleton's democratic approach with his crew and impact as a result | <ul style="list-style-type: none"> • British laws including regarding: the sharing of sexual images, drugs, legal age for social media accounts, FGM • Proportionality of legal consequences linked to Mayan laws and consequences • Laws and civil rights • Crime and punishment linked to 'The Highwayman' text and the origins of our laws |
| Individual Liberty | Mutual Respect and Tolerance |
| <ul style="list-style-type: none"> • Challenging stereotypes • WW2 – Restrictions on personal freedoms and how some could not express their faith/beliefs – compare to UK today • Graffiti – artist or vandal? • Social issues, inc. civil rights movement – individual rights and freedom of choice v. law • Roles and responsibilities in school through Y6 careers programme | <ul style="list-style-type: none"> • Respectful online relationships • Prejudice based bullying • How to show respect through both non-verbal and verbal communication • Benefits of living in a diverse society • Debating conventions • Highlighting the importance of valuing difference, using the treatment of Jews in WW2 as a tool to illustrate its importance • Visit to York Cathedral to support valuing British institutions and also Christian places of worship |