



British Values

At Lady Bay Primary School, we prepare our children for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society. We help them to develop their understanding of the fundamental British Values and appreciation of diversity; celebrating what we have in common and promote respect for others. Our school motto 'Growing together: caring for ourselves, each other and the environment' reflects our commitment to individual development and wellbeing; collaboration and respect for others in our community and our responsibility to care for the environment.

This document outlines the opportunities to learn about and live by the British Values, specifically in our RHE curriculum and through our wider curriculum and enrichment. The five British Values which we teach our children are: **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs.**

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.
<ul style="list-style-type: none"> • Learning about our rights and responsibilities • Making a choice or decision • Learning about rewards, choices and consequences • Expressing my viewpoint • Listening to, valuing and respecting the views of others 	<ul style="list-style-type: none"> • Creating a safe, happy environment to learn • Understanding rules and why they are important • Making positive behavioural choices • Learning about our responsibilities • Safeguarding and keeping safe 	<ul style="list-style-type: none"> • Making informed choices • Expressing individual views respectfully • Welcoming others and creating a positive learning environment • Children's rights • Personal development 	<ul style="list-style-type: none"> • Developing positive relationships with others • Making and maintaining friendships • Welcoming others and treating others fairly • Treating others with kindness and respect • Socialising and including others • Teamwork and collaborating 	<ul style="list-style-type: none"> • Anti-bullying and prejudice • Belonging and feeling valued • Learning and different faiths, cultures and people who are different to me • Listening to and showing respect towards other viewpoints • Learning about diversity • Being respectful towards others

Progression in our RHE Curriculum

Democracy

Progression of vocabulary, skills and knowledge		RHE lessons related to Democracy					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Introduce the concept of making decisions together in class. Practice taking turns and sharing toys or activities.</p> <p>Key Vocabulary: Vote, opinion, fair</p> <p>Skills: Simple decision-making activities like voting for a class activity.</p> <p>Knowledge: Introduction to knowing that they can make choices together</p>	<p>Why should we have school rules?</p> <p>What does a responsible person do?</p>	<p>Are you the same as your friend? Are you different from your friend?</p>	<p>What do you want to do when you're older?</p>		<p>What jobs do I do in my family?</p> <p>How do I feel like I belong?</p>	
Year 1	<p>Conduct class votes on activities or choices.</p> <p>Discuss the importance of respecting majority decisions.</p> <p>Key Vocabulary: Decision, vote, majority</p> <p>Skills: Participating in class decisions.</p> <p>Knowledge: Learning about fairness in decision making.</p>	<p>Do I feel special and safe in my class?</p> <p>Do I know that I belong in my class?</p> <p>How can I make my class a safe place for everyone to learn?</p> <p>Can I celebrate my achievement?</p>		<p>How can I celebrate achievement?</p> <p>How can I work with a partner to achieve a goal?</p>		<p>Who is in my family? Are all families the same?</p>	
Year 2	<p>Develop more structured class voting systems.</p> <p>Explore the roles of leaders and decision-makers in school and the community.</p> <p>Key Vocabulary: Vote, opinion, equality</p> <p>Skills: Voting on class decisions.</p>	<p>How can I be the best member of my class and school?</p> <p>What does have rights mean in a group of children?</p>	<p>How can I help when someone feels upset?</p> <p>Can I spot what is right and wrong in situations?</p>	<p>How can I work effectively in a team or group activity?</p> <p>What worked well or could have been different when working in a team?</p>		<p>How does everyone in my family play an important role?</p> <p>What can cause my friends and I to fall out?</p>	<p>How are boys and girls the same or different?</p> <p>What times of touch may I experience from others? Am I ok with these?</p>

	<p>Knowledge: Grasping majority and minority concepts. Links knowledge about the British Empire through the Victorian topic.</p>	<p>What behaviours lead to rewards of sanctions? Why do we have rules to follow in our class?</p>		<p>How can I share my successes with others?</p>			
Year 3	<p>Learn about elections, such as class or school council elections. Discuss the importance of participating in decision-making processes. Key Vocabulary: Election, representation, debate Skills: Learning about basic democratic principles, such as voting and decision making in the classroom. Knowledge: Introduction to the idea of making choices as a group and the concept that everyone's opinion matters. Understanding the importance of respecting different viewpoints in decision-making processes.</p>	<p>Why do we have rules? How do my actions affect myself and others? Can I understand other people's point of view?</p>				<p>What are the roles and responsibilities of people in my family? Can I identify the skills of friendship? How do the actions and work of people around the world affect me? What are the rights of the child?</p>	
Year 4	<p>Continue to engage in class or school council activities. Discuss the roles of MPs and the concept of representation. Key Vocabulary: Citizenship, referendum, participation Skills: Learning about the roles of local and national governments, participating in mock elections or debates. Knowledge: Recognising the importance of participation in democratic processes. Understanding that they have rights (linked to UNCRC). Links to Early Lawmakers history topic.</p>	<p>Do I recognise my contribution to making a Learning Charter for the whole school? Do I understand that my actions affect myself and others? Do I understand how having a voice benefits the school community?</p>		<p>Do I enjoy being part of a group challenge?</p>	<p>Do I recognise how different friendship groups are formed, how I fit into them and the friends I value the most? Do I recognise when people are putting me under pressure? Do I know myself well enough to have a clear picture of what I believe</p>		<p>Can I identify changes in my life that may be outside of my control?</p>

					is right and wrong? Do I know how to be assertive?		
Year 5	<p>Deepen understanding of democracy and the electoral process.</p> <p>Explore different forms of government and their features.</p> <p>Key Vocabulary: Parliament, representation, civil liberties.</p> <p>Skills: Exploring how democracy works in the broader community, such as discussing local government and its roles.</p> <p>Knowledge: Developing a deeper understanding of democratic principles, including the importance of participation in local decision making processes.</p>	<p>What are my rights and responsibilities as a citizen of my country?</p> <p>What are my rights and responsibilities as a member of my school?</p> <p>Do I understand how my behaviour can impact on my group?</p> <p>How can I use my voice in school be used to benefit myself and others?</p>	<p>What is my own culture?</p> <p>What is racism?</p> <p>Do I understand and respect different cultures?</p>	<p>What would my dream lifestyle be when I grow up?</p> <p>Can I investigate jobs and careers?</p> <p>How can different countries support each other?</p>		<p>Do I have an accurate picture of who I am as a person?</p> <p>What is 'too much' screen time?</p> <p>How can I stay safe when using technology to communicate with friends?</p>	
Year 6	<p>Engage in mock elections and debates.</p> <p>Discuss the history of democracy and its importance and understanding the injustice of current non-democratic systems of government.</p> <p>Key Vocabulary: engagement, accountability</p> <p>Skills: Debating and discussing important issues, participating in mock parliamentary sessions.</p> <p>Knowledge: Understanding historical events and figures related to British democracy and the significance of democracy in decision-making. Considering the injustice of current non-</p>	<p>What is a human right?</p> <p>How do my own wants and needs compare with children in different communities?</p> <p>Can I recognise and find solutions to barriers in my own learning goals?</p> <p>How does democracy and having a voice benefit the school community?</p>	<p>How can one person or a group have power over another?</p> <p>How does it feel to be excluded or treated badly?</p> <p>Do we appreciate people for who they are?</p> <p>How can difference be a source of conflict and</p>	<p>How can I work with others to make the world a better place? Can I empathise with people who are affected by global issues?</p> <p>What ways can I work with others to make the world a better place?</p> <p>What do people class like about me? Can I accept their praise and give praise and</p>		<p>Do I recognise when people are trying to gain power or control?</p> <p>How can I judge whether something online is safe?</p> <p>Can I resist the pressure to do something online that might hurt myself or others?</p>	

democratic systems of government		cause for celebration?	compliments to others?			
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	Progression of vocabulary, skills and knowledge	RHE lessons related to Rule of Law					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Establish basic classroom rules and explain why they are necessary. Teach pupils the consequences of breaking simple rules. Key Vocabulary: Rules, fairness Skills: Following basic classroom rules and cooperating with adults and peers Knowledge: Recognising that rules are important for fairness and safety and that everyone must follow them.	Why should we have school rules? What does a responsible person do?	What can you do if someone is unkind to you?		What is a stranger? How can you keep safe?	What jobs do I do in my family? How do I feel like I belong? What is the impact of unkind words	
Year 1	Explore school rules and explain why they exist. Discuss consequences for breaking rules within the school context. Key Vocabulary: Laws, punishment Skills: Consistently following school rules. Knowledge: Understand that rules are in place to keep everyone safe and that adults must also follow them.	Do I feel special and safe in my class? Do I know that I belong in my class? Do I recognise how it feels to be proud of an achievement? Can I celebrate my achievement?			How do we use medicines safely? How can I cross a road safely and who could help me?	What does a 'good' friend mean? Do I know who can help me in my school community?	Can I identify the parts of the body that make boys and girls different and can I use the correct name for these?
Year 2	Extend understanding of school rules and their purpose. Discuss laws and rules in society, emphasising rules and justice. Key vocabulary: Laws, fairness Skills: Consistently following classroom and school rules.	How can I be the best member of my class and school? What does having rights mean in a group of children?	How can I help when someone feels upset? Can I spot right and wrong situations?	What worked well or could have been different when working in a team?	Why does my body need food that gives me energy?	What types of physical contact can I be happy with? Is keeping a secret always	What types of touch can I experience from others? Am I ok with these?

	<p>Knowledge: Recognising that rules are essential for maintaining fairness, safety, and order in both the classroom and wider society. Understanding that rules apply to everyone, including adults, teachers and the police for example.</p>	<p>What behaviours lead to rewards or sanctions? What could happen if I behave in a certain way?</p>				<p>the right thing to do?</p>	
Year 3	<p>Understand that voted representatives are responsible for making and upholding our laws. Key Vocabulary: justice, consequences, elected Skills: Continuing to follow and uphold classroom and school rules, discussing their role in maintaining a fair and safe environment. Knowledge: Building a deeper understanding of the concept that rules are crucial for ensuring fairness, safety, and order in society. Emphasising that rules apply universally, including to leaders and authorities, and that nobody is above the law.</p>	<p>Why do we have rules? How do my actions affect myself and others? Can I make responsible choices?</p>	<p>What is the 'solve it' technique? How can words be hurtful?</p>	<p>How can I keep myself safe? How can I identify when something is safe or unsafe?</p>	<p>Can I understand the skills of friendship? How do I keep myself safe online? How do actions and work of people around the world affect me</p>		
Year 4	<p>Explore the broader legal system, including courts and justice. Study historical events related to laws and justice. Key Vocabulary: Legality, accountability, justice Skills: Discussing the concept that no one is above the law and analysing real-world legal cases. Knowledge: Deepening understanding that even powerful figures like the Prime Minister, police, judges, etc. must follow the law.</p>	<p>How do my attitudes and actions make a difference to the class team? Do I understand that my actions affect myself and others?</p>	<p>Do I know how it might feel to be a witness and a target of bullying? Do I know strategies to help problem solve a bullying situation?</p>	<p>Do I know that reflecting on positive and happy experiences can help me to counteract disappointment? Do I know what it means to be resilient and to have a positive attitude?</p>	<p>Do I know myself well enough to have a clear picture of what I believe is right and wrong? Do I know how to be assertive?</p>	<p>Do I know how friendships can change and the techniques that I can use to manage fall outs?</p>	

<p>Year 5</p>	<p>Investigate laws in society and how they protect citizens. Discuss the concept of justice and fairness in more complex situations. Key Vocabulary: Constitution, legislation, authority Skills: Deepening understanding of how laws are created and enforced in society. Participating in activities or discussions about the legal system. Knowledge: Recognising the importance of laws in maintaining a just and orderly society. Understanding the roles of various institutions in upholding and enforcing laws, such as the police, judiciary, and legislature. Emphasising that the rule of law means that laws apply equally to all individuals, regardless of their position or power</p>	<p>What are my rights and responsibilities as a citizen of my country? What are my rights and responsibilities as a member of my school? Do I understand that my actions affect myself and others?</p>	<p>What is racism? Can I tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one? Do I know and can I explain the difference between direct and indirect types of bullying?</p>	<p>What would my dream lifestyle be when I grow up?</p>	<p>Do I understand the risks of smoking tobacco? Do I understand the risks of alcohol misuse?</p>	<p>What is 'too much screen time'? How can we reduce our screen time? How can I stay safe when using technology to communicate with my friends?</p>	
<p>Year 6</p>	<p>Explore different legal systems and human rights. Key Vocabulary: Justice system, legislation Skills: Deepening understanding of laws and their application, conducting mock trials. Knowledge: Recognising the importance of adherence to the law in a just society, where nobody, including leaders and authorities, is above the law. Links to work on the Equality Act.</p>	<p>What is a human right? How do my own wants and needs compare with children in different communities? How can an individual's behaviour impact and contribute to a group? How does democracy and having a voice</p>	<p>How can one person or a group can have power over another? How does it feel to be excluded or treated badly? Why do some people use/present with bullying behaviours?</p>		<p>What different types of drugs are there? What are their uses and their effects on the body, particularly the liver and heart? How can some people be exploited and made to do things that are against the law? Why do people join gangs?</p>	<p>How can I judge whether something online is safe? Can I resist pressure to do something online that might hurt myself or others? Do I use technology positively and safely when communicating with my friends and family?</p>	

		benefit the school community?			What are the risks? What can I do to avoid being pressurised?		
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Progression of vocabulary, skills and knowledge		RHE lessons related to Individual Liberty					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Encourage students to express their thoughts, feelings, and preferences. - Promote the idea that everyone is unique and special. Key Vocabulary: Choice, freedom, rights Skills: Expressing simple preferences and opinions. Knowledge: Basic awareness of personal choices.		What are you good at? Is that the same as your friend?	What goal can I set and work towards it (my dream/goal)?	Which foods are healthy and not healthy? Why is sleep important?	What jobs do I do in my family? How do I feel like I belong? How do I make friends to stop myself from feeling lonely? What is the impact of unkind words? Can I use Calm Me time to manage my feelings?	Can you name some things you can do and foods you can eat, to be healthy? What are you looking forward to in Year 1? What are you worried about? What are your favourite memories of this year in Reception?
Year 1	Encourage students to make simple choices independently. - Teach them to express their opinions respectfully. Key Vocabulary: Choice, rights, responsibility. Skills: Expressing opinions respectfully and listening to others' viewpoints. Knowledge: Beginning to understand the freedom to express oneself, including religious beliefs.	Do I feel special and safe in my class? Do I know that I belong in my class? How can I make my class a safe place for everybody to learn?	Can I tell you what bullying is? Do I know some people who I could talk to if I was feeling unhappy or being bullied? Do I know how to make new friends?	What challenges shall we set ourselves? How can we overcome obstacles when we set out to complete our challenges? How do we celebrate being	What is the difference between healthy and unhealthy? What is a healthy life style choice? Why is my body amazing?	Do I know appropriate ways of physical contact to greet my friends?	Can I tell you some things about me that have changed and some things about me that have stayed the same? How has my body has changed since I was a baby?

		Do I recognise how it feels to be proud of an achievement? Can I celebrate my achievement?		successful in our challenges?			Can I identify the parts of the body that make boys different to girls and can use the correct names for these? Do I understand that every time I learn something new I change a little bit?
Year 2	Encourage independent thinking and responsible decision-making. - Discuss rights and responsibilities, e.g., the right to be safe and the responsibility to follow rules. Key Vocabulary: Freedom, rights, independence Skills: Building on previous skills, students practice expressing opinions and choices Knowledge: Recognising that people have the freedom to express themselves and make personal choices, while also understanding the need to consider the feelings of others.	What makes me hopeful and scared in my life? How can I be the best member of my class and school? Why do we have rules to follow in our class?	Do girls and boys always do the same things or wear certain clothes? What does stereotype mean? Why do people think girls and boys will act in a certain way? How can I help when someone feels upset? Can I spot right and wrong situations?	What have I achieved and how did this make me feel? How can I tackle something if I find it hard?	How can I live a healthy and happy life? What makes me relaxed and why is this important? Why and when do we need medicine? What foods do I most enjoy? Are they from a variety of food groups? Which snacks could I choose that are healthy? Why does my body need food that gives me energy?	How does everyone in my family play an important role? What types of physical contact can I be happy with? What can cause my friends and I to fall out?	Where can I spot life cycles in me everyday life? How will I change physically throughout my life? How are boys and girls the same or different? What types of touch may I experience from others? Am I ok with these?

Year 3	<p>Foster critical thinking skills and encourage students to express their opinions respectfully. - Discuss freedom of speech and expression. Key Vocabulary: rights, self-expression Skills: Developing the ability to express personal opinions and preferences understanding the importance of respecting others' viewpoints. Knowledge: Understanding the freedom to express oneself, including religious beliefs, and respecting others' choices and perspectives.</p>	<p>What are my goals? How can I meet new challenges positively? Can I make responsible choices?</p>	<p>What is 'the Solve It Technique'? What should I do if I see bullying? How can I problem solve a bullying issue with others? How can words be hurtful?</p>	<p>Why is goal setting important? How can goals be broken into steps? How can we work together to achieve goals?</p>	<p>Why is exercise important for my body? How can I decide which foods are healthier than others? What do I know and feel about drugs? How can I keep myself safe? How can I try to identify when something is safe or unsafe? How can I take care of my body?</p>	<p>What are the roles and responsibilities of the people in my family? Can I identify the skills of friendship? What are the rights of a child?</p>	<p>What are some of the changes that happen between a baby being born and it growing up? What does a baby need to live and grow? How do boys' and girls' bodies change on the outside during the growing up process? How do boys' and girls' bodies change on the inside during the growing up process? What is a family stereotype? What am I looking forward to when I move to Year 4?</p>
Year 4	<p>Encourage students to make choices that reflect their values. Discuss the responsibilities that come with personal freedoms. Key Vocabulary: Rights, liberty, self-reliance Skills: Further developing the ability to express opinions and choices while engaging in</p>	<p>How do my attitudes and actions make a difference to the class team? Who is in my school community and</p>	<p>Can I question why I think what I do about other people? Can I identify what is special about me and value the ways</p>	<p>Can I tell you about some of my hopes and dreams? Do I know that reflecting on positive and happy experiences can</p>	<p>Do I recognise how different friendship groups are formed, how I fit into them and the friends I value the most?</p>	<p>Do I know how friendships can change and the techniques that I can use to manage fall outs?</p>	<p>Do I understand that personal characteristics that come from birth parents? How does a girl's body change as she</p>

	<p>respectful discussions and debates. Knowledge: Building on the concept of individual liberty, emphasising that it involves not only personal freedom but also a responsibility to use that freedom in a respectful and considerate manner. Recognising that individual liberty is a fundamental aspect of a democratic society.</p>	<p>what are the roles they play?</p>	<p>in which I am unique?</p>	<p>help me to counteract disappointment?</p> <p>Do I know what it means to be resilient and to have a positive attitude?</p>	<p>Am I aware of how different people and groups impact on me and can recognise the people I most want to be friends with?</p> <p>Do I understand the facts about smoking and its effects on health?</p> <p>Do I understand the facts about alcohol and its effects on health?</p> <p>Do I recognise when people are putting me under pressure?</p> <p>Do I know myself well enough to have a clear picture of what I believe is right and wrong? Do I know how to be assertive?</p>		<p>becomes an adult?</p> <p>Can I apply a circle of change to my own life?</p>
<p>Year 5</p>	<p>Foster critical thinking and ethical decision-making. Explore the balance between individual rights and societal needs.</p>	<p>Can I set a personal goal?</p> <p>What are my rights and</p>	<p>What is my own culture?</p> <p>What is racism?</p>	<p>What would my dream lifestyle be when I grow up?</p>	<p>Do I understand the risks of smoking tobacco?</p>	<p>Do I have an accurate picture of who I am as a person?</p>	<p>Am I aware of my own self-image and how my body image fits into that? Do I know how to</p>

	<p>Key Vocabulary: Empowerment, self-determination, agency</p> <p>Skills: Encouraging and practicing critical thinking, allowing students to explore their own values and beliefs, and respecting the values of others.</p> <p>Knowledge: Deepening the understanding of individual liberty as a cornerstone of democratic societies, emphasising the importance of freedom of thought, expression, and belief. Recognising that individual liberty includes the freedom to hold and change religious or philosophical beliefs without fear of persecution.</p>	<p>responsibilities as a citizen of my country?</p> <p>What are my rights and responsibilities as a member of my school?</p> <p>Do I understand that my actions affect myself and others?</p>	<p>Do I know and can I explain the difference between direct and indirect types of bullying?</p> <p>Can I appreciate the value of happiness regardless of material wealth?</p>	<p>Can I investigate jobs and careers?</p> <p>Do I know my dream job and the steps to reach it?</p> <p>How can I make a positive contribution that supports other people in the world?</p>	<p>Do I understand the risks of alcohol misuse?</p> <p>Do I know how to react to an emergency?</p> <p>Does everyone have a positive relationship with food?</p> <p>Does the media and social media motivate people to live healthy and safe lifestyles?</p>	<p>Do I recognise when an online community is helpful or unhelpful to me?</p> <p>What is 'too much screen time'? How can we reduce our screen time?</p> <p>How can I stay safe when using technology to communicate with my friends?</p>	<p>develop my own self-esteem?</p> <p>Can I identify what I am looking forward to about becoming a teenager?</p> <p>Can I identify what I am looking forward to when I move to my next class?</p>
Year 6	<p>Encourage students to reflect on their values and beliefs. - Discuss the importance of freedom in a democratic society.</p> <p>Key Vocabulary: rights, independence</p> <p>Skills: Discussing the freedom to hold religious beliefs and change them without fear of persecution, exploring the principles of human rights.</p> <p>Knowledge: Understanding the significance of religious freedom as a fundamental human right and recognising the importance of safeguarding individual liberties for all.</p>	<p>What are my goals for this year?</p> <p>What is a human right?</p> <p>How do my own wants and needs compare with children in different communities?</p> <p>Can I recognise and find solutions to barriers to my own learning goals?</p>	<p>How can one person or a group can have power over another? How does it feel to be excluded or treated badly?</p> <p>Do we appreciate people for who they are?</p>	<p>What are my learning strengths? What challenging but realistic goals can I set myself?</p> <p>What are the learning steps I need to take to reach my goal? What are the global issues that concern me?</p>	<p>Who is responsible for my health? How do the choices I make benefit my health and well-being?</p> <p>What different types of drugs are there? What are their uses and their effects on the body, particularly the liver and heart?</p> <p>How can some people be exploited and made to do</p>	<p>Do I recognise when people are trying to gain power or control?</p> <p>How can I judge whether something online is safe? Can I resist pressure to do something online that might hurt myself or others?</p> <p>Do I use technology positively and safely when communicating</p>	<p>Am I aware of my own self-image and how my body image fits into that? Do I know how to develop my own self-esteem?</p> <p>Why is having positive self-esteem important?</p> <p>Transition project</p>

					things that are against the law? Why do people join gangs? What are the risks? What can I do to avoid being pressurised?	with my friends and family?	
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	Progression of vocabulary, skills and knowledge	RHE lessons related to Mutual Respect and Tolerance of people with different faiths and beliefs					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Emphasise sharing and taking turns during playtime. Introduce stories and activities that celebrate diversity and different cultures.</p> <p>Mutual Respect Key Vocabulary: Kindness, listening, sharing</p> <p>Tolerance Key Vocabulary: Different, acceptance, diversity</p> <p>Skills: Basic sharing, turn taking, and greeting others politely.</p> <p>Knowledge: Understanding that people have different names and backgrounds.</p>	Are we all the same?	<p>Are you still special if you are different to your friend?</p> <p>Are you the same as your friend? Are you different to your friend?</p> <p>Why is your home special to you?</p> <p>How can you be a kind friend?</p>	<p>How can I persevere when tackling activities?</p> <p>Why should I not give up?</p> <p>What goal can I set and work towards it (my dream/goal)?</p> <p>What kind words can I use to encourage people? What does it mean to feel proud?</p>	<p>What does healthy mean?</p> <p>Why is sleep important?</p> <p>Why is washing hands important?</p> <p>How can you keep safe? What is a stranger?</p>	<p>What jobs do I do in my family? How do I feel like I belong?</p> <p>How do I make friends to stop myself from feeling lonely?</p> <p>Can I think of ways to solve problems and stay friends?</p> <p>What is the impact of unkind words?</p> <p>Can I use Calm Me time to manage my feelings?</p> <p>How can I be a good friend?</p>	<p>Can you name parts of the body?</p> <p>What changes as we grow up? What changes as we change from babies to adults?</p> <p>How do you feel about moving into Year 1?</p> <p>What are you looking forward to about going into Year 1? What are you worried about?</p> <p>What are your favourite memories of this year in Reception?</p>

Year 1	<p>Continue to promote sharing, empathy, and kindness. Introduce basic concepts of different cultures and traditions.</p> <p>Mutual Respect Key Vocabulary: Respect, politeness, empathy</p> <p>Tolerance Key Vocabulary: Acceptance, diversity, equality</p> <p>Skills: Treating others kindly, showing empathy, and resolving conflicts peacefully.</p> <p>Knowledge: Recognising and appreciating differences among classmates.</p>	<p>How do I use my Jigsaw Journal?</p> <p>Do I feel special and safe in my class?</p> <p>Do I know that I belong in my class?</p> <p>How can I make my class a safe place for everybody to learn?</p>	<p>Can I identify similarities between people in my class?</p> <p>Can I identify differences between people in my class?</p> <p>Can I tell you what bullying is?</p> <p>Do I know some people who I could talk to if I was feeling unhappy or being bullied?</p> <p>Do I know how to make new friends?</p> <p>Can I tell you some ways I am different from my friends?</p>	<p>What can I do well?</p> <p>How do I achieve my goals?</p> <p>How can we celebrate achievement?</p> <p>How can I work with a partner to achieve a goal?</p>		<p>Who is in my family? Are all families the same?</p> <p>What does a good friend mean?</p> <p>Do I know appropriate ways of physical contact to greet my friends?</p> <p>Do I recognise my qualities as person and a friend?</p> <p>Why do I appreciate someone who is special to me?</p>	<p>Do I understand the life cycles of animals and humans?</p> <p>Can I tell you some things about me that have changed and some things about me that have stayed the same?</p> <p>Can I identify the parts of the body that make boys different to girls and can use the correct names for these?</p> <p>Do I understand that every time I learn something new I change a little bit?</p>
Year 2	<p>Expand discussions on different family structures and lifestyles. Explore stories, festivals, and traditions from various cultures in more depth.</p> <p>Mutual Respect Key Vocabulary: Respect, politeness, considerate</p> <p>Tolerance Key Vocabulary: Acceptance, diversity, inclusion</p> <p>Skills:</p>	<p>What makes me hopeful and scared in my life?</p> <p>How can I be the best member of my class and school?</p> <p>What does having rights</p>	<p>Do girls and boys always do the same things or wear certain clothes? What does stereotype mean?</p> <p>Why do people think girls and boys will act in a certain way?</p>	<p>What should I think about when working with others?</p> <p>How can I work effectively in a team or group activity?</p> <p>What worked well or could have</p>	<p>What foods do I most enjoy? Are they from a variety of food groups?</p> <p>Which snacks could I choose that are healthy?</p> <p>Why does my body need food</p>	<p>How does everyone in my family play an important role?</p> <p>What types of physical contact can I be happy with?</p> <p>What can cause my friends and I to fall out?</p>	<p>What types of touch may I experience from others? Am I ok with these?</p> <p>What am I excited about when I move to my new class?</p>

	<p>Discussing different cultures, traditions, and religions, and showing acceptance and respect.</p> <p>Knowledge: Growing appreciation for diversity and the importance of respecting others' beliefs.</p>	<p>mean in a group of children?</p> <p>What behaviours lead to rewards or sanctions?</p>	<p>Why can bullying happen?</p> <p>How can I help when someone feels upset?</p> <p>Can I spot right and wrong situations?</p> <p>Am I ok just being me?</p> <p>What makes me unique and great?</p>	<p>been different when working in a team?</p> <p>How can I share my successes with others?</p>	<p>that gives me energy?</p>	<p>Is keeping a secret always the right thing to do?</p> <p>How can I think those that help me?</p>	
Year 3	<p>Deepen discussions about discrimination, stereotypes, and prejudice. Explore different world religions, customs, and cultures in more detail. Mutual Respect Key Vocabulary: empathy, appreciation Tolerance Key Vocabulary: acceptance, inclusivity</p> <p>Skills: Continuing to practice kindness, empathy, and conflict resolution skills within the classroom and school community.</p> <p>Knowledge: Building on the understanding of differences among classmates and exploring the concept of diversity in a broader context, including cultural, religious, and social diversity. Learning about different cultures and traditions, with an emphasis on respect for all.</p>	<p>What are my goals?</p> <p>How can I meet new challenges positively?</p> <p>Why do we have rules?</p> <p>How do my actions affect myself and others?</p> <p>Can I make responsible choices?</p> <p>Can I understand other people's points of view?</p>	<p>Are all families the same?</p> <p>What is 'the Solve It Technique'?</p> <p>What should I do if I see bullying?</p> <p>How can I problem solve a bullying issue with others?</p> <p>How can words be hurtful?</p> <p>What does it feel like to give or receive complements?</p>	<p>Why is goal setting important?</p> <p>What are dreams and ambitions?</p> <p>How can we work together to achieve goals?</p> <p>How can we recognise the feelings of others?</p>	<p>Why is exercise important for my body?</p> <p>What do I know and feel about drugs?</p> <p>How can I take care of my body?</p>	<p>What are the roles and responsibilities of the people in my family?</p> <p>Can I identify the skills of friendship?</p> <p>How do the actions and work of people around the world affect me?</p> <p>What are the rights of a child?</p> <p>How do I show my appreciation to my friends and family?</p>	<p>What is a family stereotype?</p> <p>What am I looking forward to when I move to Year 4?</p>

Year 4	<p>Explore issues related to diversity, inclusion, and equality. Encourage respectful discussions about sensitive topics. Mutual Respect Key Vocabulary: Civility, liberty, self-reliance Tolerance Key Vocabulary: Understanding, equity, open-mindedness Skills: Further developing the ability to respect and appreciate diversity by engaging in activities that explore different cultures, traditions, and perspectives. Knowledge: Continuing to deepen the understanding of diversity, tolerance, and the importance of respecting others' backgrounds and beliefs. Encouraging an atmosphere of inclusivity and acceptance within the school community. Links to the RE topic exploring different faiths.</p>	<p>How do my attitudes and actions make a difference to the class team?</p> <p>Who is in my school community and what are the roles they play?</p> <p>Do I understand that my actions affect myself and others?</p> <p>Do I understand how groups come together to make decisions?</p> <p>Do I understand how democracy and having a voice benefits the school community?</p>	<p>Do I understand that, sometimes, we make assumptions based on what people look like? Can I accept people for who they are?</p> <p>Can I question why I think what I do about other people?</p> <p>Do I know how it might feel to be a witness to and a target of bullying?</p> <p>Do I know strategies to help problem-solve a bullying situation?</p> <p>Can I tell you a time when my first impression of someone changed when I got to know them?</p>	<p>Can I tell you about some of my hopes and dreams?</p> <p>Do I know how disappointment feels and can identify when I have felt that way?</p> <p>Do I know what it means to be resilient and to have a positive attitude?</p> <p>Do I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group?</p> <p>Do I enjoy being part of a group challenge?</p>	<p>Do I recognise how different friendship groups are formed, how I fit into them and the friends I value the most?</p> <p>Am I aware of how different people and groups impact on me and can recognise the people I most want to be friends with?</p> <p>Do I recognise when people are putting me under pressure?</p> <p>Do I know myself well enough to have a clear picture of what I believe is right and wrong? Do I know how to be assertive?</p>	<p>Do I recognise situations that could cause jealousy and know how to respond?</p> <p>Do I know how most people feel when they lose someone or something they love?</p> <p>Do I understand that we can remember people even if we no longer see them?</p> <p>Do I know how friendships can change and the techniques that I can use to manage fall outs?</p> <p>What does having a boyfriend or girlfriend mean?</p> <p>How do I show love for the animals and people who are special to me?</p>	<p>How does a girl's body change as she becomes an adult?</p> <p>What will be different next year?</p>
Year 5	Discuss global issues related to tolerance, human rights,	Can I set a personal goal?	What is my own culture?	What would my dream lifestyle		Do I have an accurate picture	Am I aware of my own self-image and

	<p>and conflict. Promote empathy and understanding towards diverse viewpoints. Mutual Respect Key Vocabulary: Respect, consideration, courtesy Tolerance Key Vocabulary: Inclusivity Skills: Exploring cultural celebrations and traditions, engaging in discussions about cultural diversity. Knowledge: Deepening awareness and respect for cultural diversity and the importance of cultural heritage.</p>	<p>What are my rights and responsibilities as a citizen of my country?</p> <p>Do I understand that my actions affect myself and others?</p> <p>Do I understand how my behaviour can impact on a group?</p> <p>How can I use my voice in school to benefit myself and others?</p>	<p>What is racism?</p> <p>Can I tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one?</p> <p>Do I know and can I explain the difference between direct and indirect types of bullying?</p> <p>Can I appreciate the value of happiness regardless of material wealth?</p> <p>Do I understand and respect different cultures?</p>	<p>be when I grow up?</p> <p>Can I investigate jobs and careers?</p> <p>Do I understand the dreams and goals of people in different cultures?</p> <p>How can different countries support each other?</p> <p>How can I make a positive contribution that supports other people in the world?</p>	<p>Do I understand how the media, social media and celebrity culture promotes certain body types?</p> <p>Does everyone have a positive relationship with food?</p>	<p>of who I am as a person?</p> <p>Do I recognise when an online community feels unsafe or uncomfortable?</p> <p>Do I recognise when an online community is helpful or unhelpful to me?</p> <p>How can I stay safe when using technology to communicate with my friends?</p>	<p>how my body image fits into that? Do I know how to develop my own self-esteem?</p> <p>Do I know how a girl's body changes during puberty?</p> <p>Do I know how a boy's body changes during puberty?</p> <p>Can I identify what I am looking forward to when I move to my next class?</p>
Year 6	<p>Explore contemporary issues related to diversity, migration, and tolerance. Encourage critical thinking and respectful debate on complex societal topics.</p>	<p>What are my goals for this year?</p> <p>What is a human right?</p>	<p>How do I empathise with people who are different?</p> <p>How can one person or a group can have</p>	<p>What are the learning steps I need to take to reach my goal?</p> <p>What are the global issues that concern me?</p>	<p>How can some people be exploited and made to do things that are against the law?</p>	<p>Why is it important to take care of my mental health?</p> <p>How can I look after my mental health?</p>	<p>How do girls' and boys' bodies change during puberty? Why do I need to look after myself physically and emotionally?</p>

	<p>Mutual Respect Key Vocabulary: Empathy, tactfulness Tolerance Key Vocabulary: Connected, admiration, sacred Skills: Engaging in projects or activities that promote tolerance, empathy, and understanding among students from different backgrounds. Knowledge: Emphasising the significance of mutual respect and tolerance in the context of social harmony and inclusivity. Encouraging students to be active agents in creating an inclusive and tolerant school environment, while respecting the rights and dignity of all individuals</p>	<p>How do my own wants and needs compare with children in different communities? Can I recognise and find solutions to barriers to my own learning goals? How can an individual's behaviour impact and contribute to a group? How does democracy and having a voice benefit the school community?</p>	<p>power over another? How does it feel to be excluded or treated badly? Why do some people use/present with bullying behaviours? Do we appreciate people for who they are? How can difference be a source of conflict and a cause for celebration?</p>	<p>How can I work with others to help make the world a better place? Can I empathise with people who are affected by global issues? What ways can I work with others to make the world a better place? What do people in my class like or admire about me? Can I accept their praise and give praise and compliments to others?</p>	<p>Why do people join gangs? What are the risks? What can I do to avoid being pressurised? What is meant by being emotionally well? What are people's attitudes towards mental health/illness? What is stress and what can trigger it? How can stress cause drug and alcohol misuse?</p>	<p>What is grief? Do I recognise when people are trying to gain power or control? How can I judge whether something online is safe? Can I resist pressure to do something online that might hurt myself or others? Do I use technology positively and safely when communicating with my friends and family?</p>	<p>How does a baby develop from conception through the nine months of pregnancy? How it is born? How does being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend? Do I understand that respect for one another is essential in a boyfriend/girlfriend relationship? Why is having positive self-esteem important? Transition project</p>
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Opportunities to promote the British Values in our wider curriculum

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Lady Bay Primary. Democracy is central to how we operate:

- Agreeing a set of ‘class rules’ at the beginning of each school year and regularly review them through the year.
- Holding an election, where members of the school are elected by their peers to join the school council. The school council contribute enormously to school life by organising and managing whole-school events and taking an active role in key decisions which affect the life of the school.
- Providing many opportunities to allow the children’s voice to be heard both formally through surveys and pupil interviews and informally, in class and assembly discussions.
- Having a children’s job application process for leadership roles within school e.g. play leaders, young interpreters, curriculum and behaviour leaders.
- Discussing and addressing issues connected with democracy, human rights, tolerance and freedom in assemblies and in the curriculum.
- Holding a mock election in line with national elections.
- Participating in the Rushcliffe Pupil Parliament and meeting with MPs to discuss local and national issues.

The Rule of Law

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Adopting a clear, consistent positive behaviour policy which is consistently applied throughout the school by every member of staff.
- Adopting a restorative practice approach when responding to inappropriate behaviour, which helps children consider the natural consequences of their behaviour.
- Helping children to reflect on the actions of individuals and events in history and the impact they had together with shaping children’s understanding of our legal system.
- Providing an extensive e-safety programme throughout the school.
- Developing links with our Police Community Support Officer, Fire Fighters and other members of the local community.
- Addressing issues of law during whole-school assemblies as and when appropriate and issues arise.
- Providing additional support, counselling and personalised plans to individual pupils who find it challenging to understand rules.

- Encouraging visits from external agencies to talk to the children in school about a variety of issues connected with the rule of law.
- Using our positive reward system to acknowledge good behaviour as well as good academic work.
- Giving older pupils a range of responsible positions throughout the school e.g. play leaders, digital ambassadors, librarians.
- Training all Year 6 children to become 'buddies' for Foundation Children.
- Developing an understanding of rules through games and PE lessons.
- Cycling Proficiency lessons to enable children to understand the rules of the road and the potential dangers encountered should they break those rules.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- Choices about how children can improve their learning
- Choices around the participation in extra-curricular activities
- Encouraging children to make good choices at our school in a safe and supportive environment.
- Encouraging children to know, understand and exercise their rights and personal freedoms and advising them on how to exercise these safely, for example through our e-safety teaching.
- Encouraging children to understand responsibility in school in terms of behaviour and attitude to learning.
- Promoting justice and fairness as key principles throughout our school.
- Allowing children to choose their own type of play at lunchtimes and allowing free movement through the grounds and choice of who to play with across the school.
- Teaching children how to be safe and how to act safely. E.g. cycling proficiency, safety zone, swimming lessons, water safety
- Teaching children about risk-benefit and risk management in weekly assemblies, so that they can make informed choices in the school day.
- Having annual 'Bright Time' days which encourage children to develop life skills and cultural capital beyond the national curriculum.
- Encouraging 'Pupil Voice' and feedback in every subject and beyond the curriculum.

Mutual Respect

We have high expectations of achievement and behaviour. Our school values are 'Be Kind, Be Safe, Be Ready'. We also achieve mutual respect through:

- The promotion of positive relationships between adults and children throughout the school.
- Every adult acting as a positive role model.
- A progressive Relationship, Social and Health Education curriculum in which children are taught that behaviour has an effect upon those around them.
- A rich and stimulating R.E curriculum which includes visits to different places of worship.
- The work of the Pupil Council and the Pupil Parliament.
- The positive reward system developed to promote mutual respect.
- Our range of celebration assemblies when all pupils show respect for others.
- Visitors to our assemblies who help children to respect the diversity of our community and Great Britain
- Giving responsibility to pupils where possible
- Developing cooperative behaviours through assemblies, lessons, our play programme and residential.
- Developing an understanding of the work that the charities we are linked to do and supporting them in their aims: The School for Hope in Guatemala, Guide Dogs and Footprints.

Tolerance of Those of Different Faiths and Beliefs

Lady Bay Primary are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, respect and kindness are central to our ethos. We aim to prepare children for the future so that our pupils are able to live and work alongside people from all backgrounds and cultures and online.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others.

We achieve this through:

- Our clear aims and values of the school which are understood by every member of the school curriculum.
- Our rich and varied RHE and RE curriculums.
- The Modern Foreign Languages curriculum and enrichment days i.e. Guatemala Day, Spanish Day.

- Children's Leadership roles such as Spanish Ambassadors, Young Interpreters and Curriculum Leaders.
- Educational visits to places of religious worship and visitors into our school from all faiths and cultures.
- The school's equal opportunities policy.
- Class and whole school assemblies.
- Time to explore current world issues through resources such as Picture News and Newsround.
- Festival study and celebration (Diwali, Harvest, Eid, Easter etc.)
- An 'identity day' when visitors from our community invited to come to school celebrate aspects of our children's 'identity'.
- Work on prejudice-based bullying during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries (football world cup, the Olympics, etc.)
- A non-negotiable approach towards the expression of views against the protected characteristics.
- Linking with local charities such as Muslim hands, and Framework to support vulnerable members of our community and inviting visitors in from these charities to lead assemblies.