

British Value	Statement	Evidence/teaching opportunities across the school (What do we do in school to teach/promote value? Where might we find evidence?)	Evidence/teaching opportunities explicitly taught within the curriculum in a year group (What do we do in school to teach/promote value? Where might we find evidence?)
Democracy	Democratic values are an explicit part of the ethos at Sheep Dip Lane. Debate and discussion are regular activities across the curriculum. All adults listen to the views of pupils and value their opinions. Pupils have further opportunity to have their voices heard through our pupil parliament, pupil book study, pupil voice activities and pupil interviews.	<ul style="list-style-type: none"> <li>• Involvement of pupils in the recruitment process</li> <li>• Pupil questionnaires</li> <li>• Pupil interviews</li> <li>• Taking time to listen to pupils respectfully and kindly, and explain to all the pupils why this is important</li> <li>• Providing opportunities for pupils to talk about things they are interested in or have done</li> <li>• Encouraging conversation with others and demonstrating appropriate conventions: turn taking, waiting until someone else has finished, listening to others and using expressions such as “please”, “thank you” and “can I...?”</li> <li>• Circle time and taking turns</li> <li>• Voting for a story</li> <li>• Providing collaborative activities e.g. parachute games, role-play</li> <li>• Learning through choosing</li> <li>• Child initiated learning and play in EYFS</li> <li>• Pupils filling out PE questionnaires on which After-School Clubs they would like to see take place in school (delivered through SeeSaw)</li> <li>Voting for a school anthem</li> <li>Voting for classroom rewards</li> </ul>	<b>EYFS</b> Vote for story on a morning. Through circle times, we address children’s likes, dislikes and opinions. Learning places change half-termly to allow children to experience the viewpoints and values of all of their peers. High expectations of collaboration and conversation.
			<b>Y1</b> High expectations of collaboration and conversation. Debate and discuss their view point e.g. in Science which is their favourite season and why? Would it be better to always be light/always be dark? Children begin to use sentence stems such as ‘I agree with you because... I disagree because...’
			<b>Y2</b> Children will write a persuasive letter to pupil parliament persuading them to use some funds to develop play time provision. Children will perform an explanation to the rest of the class listening attentively. Daily voting opportunities for choices
			<b>Y3</b> During PSHE Relationships Topic, children discuss different cultures views and their expectations regarding relationship. During English and History, children discuss views and opinions on why men should and shouldn’t join the Roman Army.

			<p><b>Y4</b> Debate/votes/discussion in English/History linked to the Greeks and Romans. Who was the rightful heir? Which period of history left the greatest impact on modern day? Taking turns to share and listen to both sides. Persuasive Speech – To persuade people to support their ideas.</p> <p><b>Y5</b> Debate/ discussions on fossil fuels/ not fossil fuels. Write a persuasive letter to local government to support school in developing use of sustainable energy (solar panels, recycling bins in classrooms etc)</p> <p><b>Y6</b> Writing a persuasive text to the CEO of the Trust around different school focus.</p>
Rule of Law	The importance of laws and rules are consistently reinforced in the classroom, as well as school assemblies. All assemblies have a link to the school learning characteristic, a British Value and a Trust value. Pupils are taught to understand the need for laws and rules – they are for individual protection, the responsibilities that this involves and the consequences of when laws are broken. Pupils	<p>Introducing pupils to school rules using their good behaviour as positive examples</p> <ul style="list-style-type: none"> <li>• School rules are visible around school</li> </ul> <p>School rules are revisited in every assembly (stick together, no hurts, have fun learning)</p> <p>Visible consistencies and routines displayed around the academy for walking in the corridors, for sitting at tables and carpets – central display in school created by pupil parliament displaying these.</p> <ul style="list-style-type: none"> <li>• Discussion around rules and why these are important in real life scenarios when issues arise</li> <li>• Creating class charters on entry to school and considering how you want to be treated in class, and these are revisited after every term time.</li> <li>• During PE lessons and games, learning about respecting the rules of the game they are playing and are consistently applied</li> </ul>	<p><b>EYFS</b> Reinforcement of values, routines and rules within our school community. Pupils learn about people that protect us (police). Pupils are taught to follow rules and encourage rule-following in their peers.</p> <p><b>Y1</b> PSHE: Healthy Me – Pupils learn about making healthy and unhealthy choices and the impact of their choices. Avocado Baby – in the book a burglar breaks into the house, discussion about the wrong choices. PSHE: How feelings affect behaviour and how we can manage our feelings.</p> <p><b>Y2</b> SY Fire Service will visit to talk to children about fire safety and laws linked to our history. Children will develop an understanding of different rules in</p>

	follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. Children receive logical consequences for their behaviour and they are involved in discussions around why this was chosen.	<ul style="list-style-type: none"> <li>• Involving pupils in agreeing codes of behaviour and taking responsibility for implementing them</li> <li>• Providing books with stories about characters that follow or break rules, and the effects of their behaviour on others</li> <li>• PCSO is invited into school to talk to pupils about issues surrounding the law</li> <li>• RSE – teaching about safe touch rules and making pupils aware of their rights</li> </ul> Prison service, police force invited in for carers day events.	different faiths through RE teaching. Children will understand the rules involved with computing and programming and what happens when these laws are not followed.
			<b>Y3</b> During PE, Children learn rules relating to specific sports and the consequences of the rules being broken. During RE, Children will learn what each culture believes about God and the rules that each religion states and the consequences. During History, children learn about how Boudica breaks the Roman rules of ruling alone and the consequences of this rule break. During Computing, children learn about coding and learn to understand that each code has a rule to follow and if these codes are broken, they will not do as instructed.
			<b>Y4</b> Y4 Road safety/ Laws of the road and safe crossing. Electrical safety.
			<b>Y5</b> Rules of PE and how to ensure games are played safely. Jigsaw – Being me in my world – rights and responsibilities
			<b>Y6</b> Learning about cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) in PSHE in Year 6 Learning about links with law in Year 6 history: The Windrush Generation Y6 novel – Gorilla Dawn where the main characters are involved in illegal work and the consequences of this

			Y6 history – significant monarchs - knowing that the monarch is involved in the passing of laws in the UK Crucial crew
Individual liberty	Pupils are encouraged to be independent learners, constantly making choices with a safe supportive environment. The development of self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and taught how to use their rights to best effect. All pupils are encouraged to support charities which may be local, national or international. They are taught consideration for others through our Religious Education curriculum and PSHE lessons. E Safety training enables them to make choices in a safe manner. Through our school values, pupils are aware of how to	Internet Safety Day <ul style="list-style-type: none"> <li>• Road Safety Week</li> <li>• Anti-Bullying week</li> <li>• Encouraging pupils to take part in fund raising activities and see the impact this has made</li> <li>• Encouraging pupils to be independent learners in their everyday classroom activities where resources and activities can be self-chosen where possible</li> <li>• Promoting independent skills across all areas e.g. self-care and self-initiated learning</li> </ul> Learning through choosing: all activities available to all pupils, not restricted by gender stereotypes <ul style="list-style-type: none"> <li>• Learning about the Diversity of the World</li> <li>• In PE lessons and during play, encouraging pupils to think about their next move independently and where they are going to pass/move etc.</li> <li>• Learning about recycling and sustainability in science and PSHE</li> <li>• Learning about health and wellbeing in PSHE</li> <li>• Learning how to look after themselves in PSHE</li> <li>• Learning about online friendships and staying safe</li> </ul> In our maths learning children will have access to a range of manipulatives	<b>EYFS</b> We encourage children to make their own choices in daily provision. Children know the importance of individuality and the need for diversity. Children are taught about body boundaries and know to be respectful of personal space. Safety online and in the real world is constantly reinforced. Achievements and successes are shared with parents on Tapestry and within the classroom environment.
			<b>Y1</b> In History, learning about the lives of significant individuals Jane Goodall, David Attenborough, Charles Macintosh, George Stephenson, Mary Anning, - people who have contributed to National and International achievements. Achievements and successes are shared with parents on SeeSaw and within the classroom environment.
			<b>Y2</b> In RE, children learn about the cultures and beliefs and through this gaining a respect for others. Through PHSCE, children will learn about not being restrictive by gender stereotypes. Children will raise money towards Blind Dog Trust by creating and selling crafts.

	<p>treat people as individuals with respect. We invest heavily in meeting the needs of all of our pupils, by creating equality of opportunity, by knowing and understanding the needs of all of the pupils.</p>	<ul style="list-style-type: none"> <li>• Keeping safe online in PSHE</li> <li>• Learning how to respect themselves in PSHE</li> <li>• In DT, learning to make their own choices and develop reflective attitudes towards their decisions, all within a safe environment,</li> <li>• Pupils having the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging pupils to support each other</li> <li>• Learning and understanding how ideas are developed through processes and build up resilience to getting things wrong and trying again, making mistakes and suggesting improvements to improve their work</li> <li>• Discussing successes and share achievements to develop a positive sense of self</li> </ul>	<p><b>Y3:</b> During PHSCE and story time, Children read Stig of the Dump, which encourages the respect of people from all backgrounds. During RE, Children express differences regarding religious festivals. Through the curriculum, Children learn about significant individuals and their achievements – Mary Anning, Julius Caesar. Boudica</p> <p><b>Y4:</b> Children learn about how to use the Internet safely. Science - Electrical Safety Gender Stereotypes: Egyptians, female rulers looking at Queen Hatshepsut and how she was treated differently and had to prove herself as a leader because she is a woman.</p> <p><b>Y5</b> Debates in English – children encouraged to make their own opinions and voice these. RE – right of freedom over religion in this country</p> <p><b>Y6</b> Modern day slavery and FGM in PSHE in Y6 Crucial crew Epic group</p>
Mutual Respect	<p>The school rules constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honesty and open communication</p>	<ul style="list-style-type: none"> <li>• Lesson observations especially behaviour and pupil/pupil, pupil/teacher relationships</li> <li>• Collective Worship</li> <li>• School rules</li> <li>• Pupil surveys</li> <li>• Parent surveys</li> <li>• Remembrance Day Service</li> </ul>	<p><b>EYFS</b> Children are taught the language and skills of manners and respect. Children make own choices in provision and are taught to be confident in their decisions. Cultural celebrations encourage children to appreciate the lives and values of others and enforce a culture of respect and tolerance. Children</p>

	<p>with others and fair play. PSHE discussions include discussion about the self, e.g. self – respect and self-worth so that pupils see that they are important in their own right. Pupils are strongly encouraged to develop independence in learning and to think for themselves. Respect is a school value that is discussed deeply, including, self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p>	<ul style="list-style-type: none"> <li>• Restorative Practice</li> <li>• Teaching pupils to show respect for the environment and the resources within to ensure that all children can enjoy and learn together</li> <li>• Having discussions and activities such as social stories to discuss mutual respect and how our actions can impact others in real life situations</li> <li>• School Council</li> <li>• Eco Council</li> <li>• Encouraging pupils to incorporate fair play with their team-mates and opposition</li> <li>• Helping pupils to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</li> <li>• Inviting pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad</li> <li>• Learning about families and relationships in PSHE</li> <li>• Selecting class novels to reflect diverse main characters and authors</li> <li>• Understanding the impact of bullying and online bullying in PSHE</li> <li>• Learning about how we change and develop as we grow in SRE</li> <li>• In Music, performing, composing and appraising</li> </ul>	<p>are taught about the importance of body boundaries and personal space.</p>
			<p><b>Y1</b></p> <p>Children are taught about kindness and sharing within the story of ‘Dogger.’ Children respect different beliefs when learning about Christianity in RE.</p>
			<p><b>Y2</b></p> <p>Children will learn about the rules and respect with PE and importance of winning and losing reacting positively. Children will learn to take turns while communicating. Children will learn about what life was like in the past in Doncaster and how it compares to now.</p>
			<p><b>Y3</b></p> <p>During PE, Children will use a range of equipment and be taught how to use them with respect. During Performance Poetry, Children will perform poetry aloud to. During RE, Children learn about different Gods and religious festivals. During PHSE, Children learn about how to respect themselves and their bodies, through the use of exercise and a healthy diet. During Music, Children will use a range of instruments and be taught how to use them with respect., therefore being respectful to others performing.</p>
			<p><b>Y4</b></p> <p>PSHE - Being part of a team, children are taught to be part of a team and respect each other. They learn about different forms of bullying and not to judge by appearance. Learning the importance of manners, mutual respect and gratitude for those</p>

		<p>melodies</p> <ul style="list-style-type: none"> <li>• Learning Spanish in KS2</li> <li>• RSE – teaching about safe touch rules and making pupils aware of their rights.</li> </ul>	<p>around us. Diverse characters from different backgrounds/different families.</p> <p><b>Y5</b>          RE – looking at Christianity and Islam. Respecting the beliefs of others</p> <p><b>Y6</b>          Windrush Generation coming to the UK in 1948          WW2 and visit to the Holocaust Museum          Crucial crew          Epic group</p>
Tolerance of those with different faiths and beliefs	<p>The Sheep Dip Lane curriculum aims to develop knowledge and understanding of the world. The RE and PSHE curriculum provide opportunities for pupils to develop tolerance and empathy towards those from different faiths, beliefs and cultures. Pupils are reminded of their place in a culturally diverse society, during PSHE.</p>	<ul style="list-style-type: none"> <li>• Celebrating diversity week</li> <li>• Telling a range of stories to demonstrate the tolerance and respect for other faiths and beliefs</li> <li>• Strengthening the positive impressions pupils have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events</li> <li>• Visiting different parts of the local community, including areas where some pupils may be very knowledgeable, e.g. Chinese restaurant, local church etc.</li> <li>• Sharing stories that reflect the diversity of pupils' experiences</li> <li>• Inviting people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work</li> <li>• Class novels chosen to reflect main characters and authors from a different faith</li> <li>• Learning about the Diversity of the world in RE</li> <li>• In Music, listening, applying knowledge and understanding of music, and describing the</li> </ul>	<p><b>EYFS</b>          Providing role-play areas with a variety of resources reflecting diversity. Celebrating diversity through cultural and religious celebrations.</p> <p><b>Y1</b>          Children respect different beliefs when learning about Christianity in RE and learning about what makes some places sacred.</p> <p><b>Y2</b>          Children will bring a range of food to support the local food bank as part of harvest.          Visits to different places of worship</p> <p><b>Y3</b>          Children respect different beliefs when learning about Christianity in RE</p> <p><b>Y4</b>          In History, learning about beliefs and cultures of ancient civilisations e.g. the Ancient Egyptians.          Music – Children learning a range of music e.g. opera</p> <p><b>Y5</b>          DT – food and nutrition from countries around the world.</p>

		different purposes of music in history and other cultures <ul style="list-style-type: none"> <li>• Celebrating and learning about differences in beliefs, values and cultures e.g. collective worship</li> </ul>	<b>Y6</b> Learning about the Windrush Generation in history. WW2 and visit to the Holocaust Museum Crucial crew Epic group
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### British Values through PHSCE

We follow the Jigsaw – A mindfulness approach to PSHE throughout school. This carefully chosen curriculum provides countless opportunities for children to reflect on their British Values.

#### **How is each of the British Values included in a Jigsaw Lesson?**

The British Values are promoted through the use of the Jigsaw Learning Charter which is shared at the beginning of every Jigsaw PSHE lesson. The Learning Charter is child-centred and aims to encourage children to work together and follow a set of 'ground rules' to create a safe, positive learning environment. The behaviours of the Jigsaw Charter are reflected in the whole-school Learning Charter developed in the first puzzle of the year (Being Me in My World), and will consequently permeate the school community, supporting children as they grow and learn. The Learning Charter supports the work that is going to happen in each Jigsaw lesson.

**Democracy** is evident across all puzzles within the Jigsaw PSHE 3-11 programme. Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. The Jigsaw Learning Charter aims to ensure that all lessons establish a safe learning environment. The 'ground rules' of the Learning Charter invite children to sign and agree to try and stick to the rules during all Jigsaw lessons. It encourages children (and adults alike) to listen carefully to one another, and respect the right of others whilst having opportunities to have their own opinions and voices heard. Jigsaw encourages children to take ownership of their learning through their 'Help Me Reflect' time when recording their thoughts, feelings and ideas in their individual Jigsaw Journals. Many of the Jigsaw PSHE lessons include 'Pause for Thought' moments, whereby children can reflect in the moment; considering their thoughts and feelings. Opportunities are given to all of the children to share their thinking, thoughts and ideas with others if they feel comfortable doing so.



**The Rule of Law** is evident in every Jigsaw lesson when beginning the session with the Jigsaw Learning Charter. Establishing a safe, comfortable environment for all children (and adults) to learn in is paramount to every lesson. Children are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces. At Jigsaw, we believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others. A separate mapping document has been created to evidence where these are taught in the Jigsaw 3-11 PSHE programme.

Children are taught the value, importance and reasoning behind why rules exist. There are lots of opportunities throughout all age groups to explore making positive choices as well as how this balances with consequences. Making positive behavioural choices is explored through class, partner and group discussions. Opportunities for children to explore their thoughts during 'Pause for Thought' moments invite children to consider how they feel in the present moment, impacting choices and individual thinking.

#### **Individual Liberty**

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Jigsaw PSHE begins this teaching right from the beginning in the Early Years Foundation Stage and offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. At Jigsaw, we believe these opportunities are vital for children's development, understanding of themselves and others, and increasing their capacity to learn. Children are provided with opportunities to make informed choices and feel comfortable expressing their views. The ethos of a Jigsaw lesson aims to always make every child feel welcomed, valued and comfortable and therefore promotes a positive learning environment.





### Mutual respect

One of the key aspects of Jigsaw is how we enable and teach children to have respectful discussions on sensitive subjects. Jigsaw aims to provide a structured lesson format in which a safe learning environment is created. Each lesson plan includes phrasing, suggested use of language and terminology as well as suggestions for asking open-ended questions sensitively and reflectively. Jigsaw lesson plans provide these prompts through 'ask me this' questions. These are designed to support adults leading the session to feel confident in connecting with children to think about how they feel or what their opinions/ideas may be. Often this includes topics which involve thought-provoking and sensitive subjects. As children get older they build on previous knowledge and skills to develop their ability to listen to others respectfully, debate other people's views and consider ways that we can be accepting of those who may be different to ourselves. Even in lessons where different points of view are encouraged, and issues may be debated, the Learning Charter is always revisited and its expectations reinforced. This ensures that children feel enabled to freely express their faith, feelings and values in an environment of mutual respect.

### Tolerance of those of different faiths and beliefs

The Celebrating Difference puzzle specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other, no matter how much the world might find difference a cause for conflict. Jigsaw aims to go beyond 'tolerance' to help children 'celebrate difference', their own individuality and that of others.



The children learn to be interested in what makes us all unique from as young as 3 years old and this includes the way we embody our beliefs, feelings and values. For children 7 years and over, elements of the Equality Act are examined within this puzzle which again ensures that the faiths, feelings and values of others are respected. Schools with Jigsaw embedded into their everyday life will also invoke the Jigsaw Learning Charter in other lessons, for example, in Religious Education. This ensures that children understand that the respect we discuss in Jigsaw PSHE permeates into other areas of school life and supports schools in ensuring that all differences in faith and beliefs are celebrated and respected.

### Where will I find lessons teaching British Values?

All the British Values - Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those of Different Faiths and Beliefs - are most clearly reflected in the first three Puzzles every year, but are also reflected in other later teachings, particularly the Relationships Puzzle. In the progression documents, you can see where empathy, democracy, respect, explicit British Values (in Being Me in My World), equality, respecting differences, the roles of different people in our societies and the different communities that we are all part of - are all taught.

Specific lessons are not taught on each of the British Values (asides from democracy in Being Me in My World in Ages 8-9 Piece 3 and Ages 10-11, Piece 6). The content of lessons, including the learning intentions contribute to an understanding of aspects of the five British values, which are evident across all age groups and puzzles. The numbers in the boxes below refer to the lesson plan in that Puzzle (unit) that contributes most to the British Value.

Being Me in My World								
Opportunities to promote the British Values in the puzzle: Being Me in My World		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)	5, 6	2, 3, 6	2	3	3, 6	2, 3	2
	Making a choice or decision					6		3
	Learning about rewards, choices and consequences		5	3, 4	4	4	5	4
	Expressing my viewpoints						6	6
	Listening to, valuing and respecting the views of others	3, 4			6		6	6
Rule of Law	Creating a safe, happy environment to learn	5, 6		3		1, 4	3	5, 6
	Understanding rules and why they are important				3		4	2, 3
	Making positive behavioural choices		5, 6	6	4, 5	1, 4	4	2, 3
	Learning about our responsibilities	6	2, 3	2	5		2	
	Safeguarding and keeping safe	5						
Individual Liberty	Making informed choices			5			4	
	Expressing individual views respectfully		4, 5					
	Welcoming others and creating a positive learning environment			1, 5	1	1, 2		1
	Children's rights (UNCRC)		2, 3, 6	2	3, 5		2, 3	2, 3, 4
	Personal development (SMSC)			1	1		1	1

Mutual Respect	Developing positive relationships with others (peers and adults)		1, 2	2	1, 2	1		1
	Making and maintaining friendships		2			1		
	Welcoming others and treating others fairly	1	1, 4	1, 2		1, 4	3	2
	Treating others with kindness and respect		4		5	4		1
	Socialising and including others		5		5	2	5	5
	Teamwork and collaborating		5					
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		2, 3	1, 2	1, 3	1	1	1
	Learning about different faiths, cultures and people who are different to me							2
	Listening to and showing respect towards other viewpoints		4		6		1	
	Learning about diversity							2, 3
	Being respectful towards others		3	3, 4	5	1	4, 5	4, 5

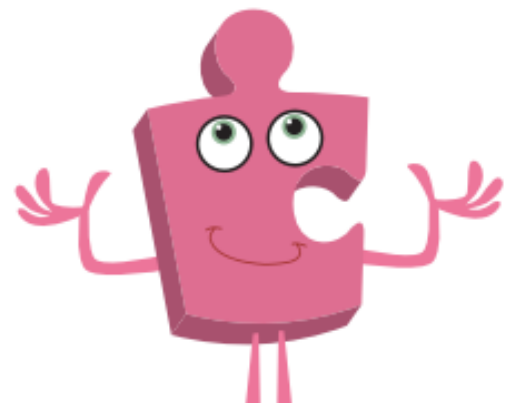




Celebrating Difference								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)			4				
	Making a choice or decision							
	Learning about rewards, choices and consequences	3						3
	Expressing my viewpoints			4			1, 6	
	Listening to, valuing and respecting the views of others						1, 2, 4	3, 6
Rule of Law	Creating a safe, happy environment to learn	6		4	3, 5	3, 4	4	3
	Understanding rules and why they are important				5			
	Making positive behavioural choices				3, 5		3, 4	3
	Learning about our responsibilities					3		
	Safeguarding and keeping safe			4			4	3, 4
Individual Liberty	Making informed choices	6						2
	Expressing individual views respectfully			1		2	5	2
	Welcoming others and creating a positive learning environment		3, 4, 5	1, 2	3, 4, 5		2, 3	2, 3, 5
	Children's rights (UNCRC)			4			2, 3	2
	Personal development (SMSC)	1				5		

Mutual Respect	Developing positive relationships with others (peers and adults)	5	4	5	1		1	2
	Making and maintaining friendships	5	4	5				
	Welcoming others and treating others fairly	5	1, 2, 3, 4	2, 3, 5	3, 4, 5	2, 3, 4	6	2, 5
	Treating others with kindness and respect	3	2	1, 3, 6		2	1, 6	1, 5, 6
	Socialising and including others							
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice		1, 3, 4	3	2, 3, 4	1, 2, 3, 4	2, 3, 4	3, 4
	Belonging and feeling valued	2, 5	5		6		1	1, 2, 5
	Learning about different faiths, cultures and people who are different to me		2	6	1	1	1, 6	1
	Listening to and showing respect towards other viewpoints						5	
	Learning about diversity	3, 4	1, 6	1, 2	1	1	2	1, 2, 5
	Being respectful towards others					1, 2		1, 2, 5, 6



Dreams and Goals								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)							
	Making a choice or decision	5						4, 5
	Learning about rewards, choices and consequences		3	6			2	4, 5
	Expressing my viewpoints			5		6	1	
	Listening to, valuing and respecting the views of others		3	3, 4			5	4, 5, 6
Rule of Law	Creating a safe, happy environment to learn			4		3		
	Understanding rules and why they are important							
	Making positive behavioural choices			5		4		
	Learning about our responsibilities						1	
	Safeguarding and keeping safe							
Individual Liberty	Making informed choices		4	1, 2	3		1	1, 2
	Expressing individual views respectfully				5	4		
	Welcoming others and creating a positive learning environment					1, 3		
	Children's rights (UNCRC)						6	
	Personal development (SMSC)	3	5, 6	1, 2	1, 4		1, 3	1, 2

Mutual Respect	Developing positive relationships with others (peers and adults)	4	3	3				3, 4
	Making and maintaining friendships							
	Welcoming others and treating others fairly	4			1	2, 4		4, 6
	Treating others with kindness and respect	4		6		2	4	
	Socialising and including others		3	3		6	5, 6	
	Teamwork and collaborating	1, 2	3	4, 5	5		6	3, 4, 5
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued	2	2, 3		2			3, 4, 6
	Learning about different faiths, cultures and people who are different to me						4, 5	3
	Listening to and showing respect towards other viewpoints						6	
	Learning about diversity				1			4
	Being respectful towards others	2	2, 3	3, 4, 6	1		2	3





Healthy Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					1		
	Making a choice or decision					1, 5		
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints					6		
	Listening to, valuing and respecting the views of others							
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		4, 5			6		
	Making positive behavioural choices				5	6		
	Learning about our responsibilities				4			2
	Safeguarding and keeping safe	6	4, 5	6			2	2, 3, 4
Individual Liberty	Making informed choices	2	1, 2	4	4	1, 5	4, 6	1, 4
	Expressing individual views respectfully			2		3		
	Welcoming others and creating a positive learning environment				1	6		
	Children's rights (UNCRC)					2		1, 2
	Personal development (SMSC)	4	6	3, 6	2, 3, 5	3, 4	1, 2, 3	2, 3

Mutual Respect	Developing positive relationships with others (peers and adults)	3, 4		5		1		3, 5
	Making and maintaining friendships			5		1		
	Welcoming others and treating others fairly				1	5		
	Treating others with kindness and respect				1	5	4, 5	
	Socialising and including others	3				2, 5	4, 5	
	Teamwork and collaborating				3	2		3
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice					5		
	Belonging and feeling valued	6				2		5
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints	4			3, 6	6		6
	Learning about diversity					2		
	Being respectful towards others			4	3, 6		4, 5	5, 6



Relationships								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)				1, 5		6	5
	Making a choice or decision			3				
	Learning about rewards, choices and consequences						5, 6	4, 5
	Expressing my viewpoints			1	2		1	
	Listening to, valuing and respecting the views of others	1	1	1	2, 4			
Rule of Law	Creating a safe, happy environment to learn	1	2, 4		2, 4			
	Understanding rules and why they are important				2		5, 6	5, 6
	Making positive behavioural choices	4	2		2, 4	4		
	Learning about our responsibilities						5, 6	
	Safeguarding and keeping safe	4	4	2, 4	3		5, 6	5, 6
Individual Liberty	Making informed choices	5	3				1	4, 5
	Expressing individual views respectfully	1	3	1	1, 5			
	Welcoming others and creating a positive learning environment	2, 4	2	3	2	4		4
	Children's rights (UNCRC)			2	5		3, 4	4, 6
	Personal development (SMSC)						5, 6	

Mutual Respect	Developing positive relationships with others (peers and adults)	2, 3	2	3, 4	2	1, 2	1, 2	2
	Making and maintaining friendships	2, 3, 6	2			1, 4	6	4
	Welcoming others and treating others fairly	1	2, 5		5, 6		3	1, 4
	Treating others with kindness and respect	4, 5	3, 6		1, 2, 5, 6	5, 6		1
	Socialising and including others	6		3	2		1	6
	Teamwork and collaborating	6			1, 2			
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice	4, 5					4, 6	4, 6
	Belonging and feeling valued	3	2	6	1, 6	1, 4		2
	Learning about different faiths, cultures and people who are different to me	3		1	4, 5			
	Listening to and showing respect towards other viewpoints							
	Learning about diversity		1	1	4, 5		1	
	Being respectful towards others	6	1	1, 3	5	6		4, 6



Changing Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					5		
	Making a choice or decision							
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints			4, 5				
	Listening to, valuing and respecting the views of others			4, 5				
Rule of Law	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		4	5				
Individual Liberty	Making informed choices			2		4	1, 6	1
	Expressing individual views respectfully			5	2, 3, 6	4		1, 5
	Welcoming others and creating a positive learning environment		4					
	Children's rights (UNCRC)			5			1, 5	
	Personal development (SMSC)	2, 4	2, 3, 5	1, 4	3, 4, 6	1, 3	5	6

Mutual Respect	Developing positive relationships with others (peers and adults)	1, 3	5	6	5			4, 6
	Making and maintaining friendships					6	6	4
	Welcoming others and treating others fairly							
	Treating others with kindness and respect	4	1, 4		5		2, 3	3
	Socialising and including others		2				5, 6	
	Teamwork and collaborating							
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		1				6	2, 6
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints				2, 5			5, 6
	Learning about diversity		1					
	Being respectful towards others	4	4		2, 5	3	1, 6	2, 4



# British Values at Sheep Dip Lane Academy



**Leaders**

M Steeper

S Jarvis