

Wolsey House Primary School Teaching British Values Whole School Map from Year 1 to 6

Year Group	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of Different Faiths
Year 1	<ul style="list-style-type: none"> <li>Voting – Book choice in the classroom</li> <li>Oracy debating skills</li> <li>Giving opinions</li> <li>Have the right to speak</li> <li>Electing school council member</li> </ul>	<ul style="list-style-type: none"> <li>Classroom rules</li> <li>PSHE Charter rules</li> <li>Oracy listening ladder</li> <li>Mantras</li> </ul>	<ul style="list-style-type: none"> <li>Freedom – oracy</li> <li>Rights to talk</li> <li>Wayne tenant - looking, thinking and clue question</li> </ul>	<ul style="list-style-type: none"> <li>Classroom rules</li> <li>Oracy listening ladder</li> <li>Good role models</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating</li> <li>Christianity festivals</li> <li>Hindu festivals</li> <li>Sikh festivals</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Electing school council member</li> <li>Children vote for a story at the end of the day [given pre-determined choice of 2 books]</li> <li>Classroom helpers, children nominate each other</li> <li>Geography Autumn 1 Educational visits to local area and understanding importance of a community and why our locality is special</li> </ul>	<ul style="list-style-type: none"> <li>Children devise own list of classroom promises – pictures displayed of children following the rules.</li> <li>Following classroom routines and structures of the day.</li> </ul>	<ul style="list-style-type: none"> <li>JIGSAW Scheme – increased opportunities for children to voice opinions, hopes, improvements for the school.</li> <li>All pupils within the school have a voice that is listened to</li> <li>Pupil questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>JIGSAW (PSHE) Autumn 1 All about me, celebration of differences.</li> <li>Mini Teachers are used in RE for pupils who are experts in a religion, to share their knowledge with others.</li> </ul>	<ul style="list-style-type: none"> <li>RE CREED, agreed set of class rules when learning about this subject.</li> <li>Raised awareness of celebrations that occur throughout the year.</li> <li>Multi-cultural theme days.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Children in Need/Red Nose Day – children have a say in what activities to include and how to ‘celebrate’ these days</li> <li>Children are involved in democratic processes through the election of school councillors, house captains, eco council members and classroom job monitors</li> <li>Children learn about the British parliament and how democracy runs throughout our society</li> </ul>	<ul style="list-style-type: none"> <li>Children create their own class rules – thinking about school expectations</li> <li>G2BG behaviour expectations actions &amp; consequences</li> <li>Class promises made for RE journals – to be used in each RE lesson signed and laminated by class [adults and children]</li> <li>PSHE: class Jigsaw charter signed and laminated by class [adults and children]</li> <li>History – Stone Age times – why have laws changed? Did they need to change? What rules are the similar/different?</li> </ul>	<ul style="list-style-type: none"> <li>All children have the opportunity to express themselves through free speech.</li> <li>Religious/cultural days – all children valued for being themselves</li> <li>We encourage debate through standalone oracy lessons and during other big questions.</li> <li>Children are rewarded with their own individual sticker charts</li> </ul>	<ul style="list-style-type: none"> <li>During PSHE and RE lessons, children are taught to respect one another, regardless of their appearance or belief.</li> <li>Children are rewarded for showing mutual respect and sanctioned for not doing so</li> <li>We are a Rights Respecting School. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety policy and PSHE work</li> </ul>	<ul style="list-style-type: none"> <li>During PSHE and RE lessons, children are encouraged to respect one another, regardless of their appearance or belief.</li> <li>Children visit other places of worship i.e. year 3 involved in Christmas performance and readings in St. Patrick’s Church</li> <li>Children are encouraged to take part in religious celebrations and festivals during the school year</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Children are involved in democratic processes through the election of school councillors, house captains and eco council members.</li> <li>Children learn about the British parliament and how democracy runs throughout our society</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 have the big question – Crime and Punishment. Here, they learn about British laws through history and understand that there have always been consequences to one actions</li> <li>Children in Year 4 have created their own set of class rules to follow</li> </ul>	<ul style="list-style-type: none"> <li>All children have the opportunity to express themselves through free speech.</li> <li>We encourage debate through standalone oracy lessons and during other big questions.</li> <li>Children are rewarded with their own individual sticker charts</li> </ul>	<ul style="list-style-type: none"> <li>During PSHE and RE lessons, children are taught to respect one another, regardless of their appearance or belief.</li> <li>Children are rewarded for showing mutual respect and sanctioned for not doing so</li> <li>We are a Rights Respecting School. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety policy and PSHE work</li> </ul>	<ul style="list-style-type: none"> <li>During PSHE and RE lessons, children are taught to respect one another, regardless of their appearance or belief.</li> <li>Children visit other places of worship i.e. year 4 visit the local Gurdwara</li> <li>Children are encouraged to take part in religious celebrations and festivals throughout the year</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>We lead debates in our Big Picture lessons.</li> <li>The children all have a say in the ‘Class Charter’</li> <li>They often vote for things in class.</li> <li>They are taught that we live in a democracy and what this means. This often comes up for discussion</li> <li>Electing school council member</li> </ul>	<ul style="list-style-type: none"> <li>The children follow the school and class rules.</li> <li>They also make a class charter that they sign and follow.</li> <li>They understand the consequences of not following these rules but also the rewards that they can achieve if they do.</li> </ul>	<ul style="list-style-type: none"> <li>The children are always encouraged to be individual with both their learning and social development.</li> <li>As much as possible their work is always independent and individual.</li> <li>The children are encouraged to individually make the right choice</li> </ul>	<ul style="list-style-type: none"> <li>Through the behavior policy of the school we build mutual respect.</li> <li>Class and Jigsaw Charter.</li> <li>RE-Understanding different religions points of view.</li> </ul>	<ul style="list-style-type: none"> <li>In RE and PSHE the children learn about other faiths and communities and learn to respect them.</li> <li>English texts are chosen to represent other faiths and communities.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li><b>Big Questions</b> – The children are consulted and their views, interests and ideas are taken into account when planning their curriculum.</li> <li><b>History – Early Islamic Civilisations</b> – Study of The House of Wisdom and all that was achieved by different faiths and cultures learning and working together. Link to one of the earliest set of Laws – The Code of Hammurabi.</li> <li><b>School Council</b> – representatives are voted in after giving a speech stating their aims.</li> <li><b>Oracy Listening ladder</b>- all children have a voice that is listened to.</li> <li>Electing school council member</li> </ul>	<ul style="list-style-type: none"> <li><b>RE/PSHE</b> – Class charter is co-created by the children and all ideas are listened to before the final class ‘rules’ are agreed and then referred to throughout the year.</li> <li><b>Good To Be Green</b> – a consistent approach is taken throughout the school to ensure that children are encouraged and supported to make good choices.</li> </ul>	<ul style="list-style-type: none"> <li><b>PSHE</b> – Discussion about rights and responsibilities.</li> <li><b>Reading Comprehension Sessions</b> – Researching and learning about significant people who campaigned for or who didn’t have individual liberty.</li> <li><b>After School Clubs/Break time</b> – Children are able to choose activities from a range. There is no set criteria.</li> <li><b>Class Awards/House Points</b> – Children’s self-confidence and self-esteem is boosted by sharing achievements and successes.</li> </ul>	<ul style="list-style-type: none"> <li><b>PSHE</b> – Mutual respect is openly discussed through role plays and looking at different scenarios.</li> <li>We celebrate local festivals and celebrations through <b>visitors and assemblies</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>RE - What will make Leicester a more respectful place?</b> Study of the different faiths celebrated in Leicester and their places of worship. Looking at their similarities and differences. Children design a place of Worship that welcomes and incorporates all faiths.</li> <li>Visits to Mosque and Church.</li> </ul>