

Fundamental British Values at Harborne Primary School – Curriculum Mapping

At Harborne Primary School, we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers. We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our school fully prepared for life in Modern Britain. The key values we teach provide children with the fundamental knowledge and skills they need to contribute to society. These include:

- Democracy – An understanding of how citizens can influence decision-making through the democratic process.
- The Rule of Law – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- Mutual Respect – An understanding of the importance of identifying and combatting discrimination.
- Tolerance for those of different faiths and beliefs – An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- Individual liberty – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

Democracy

Intent:

Democracy is defined as a system of government by the whole population or through elected representatives. This refers to a group of people having equal rights and the freedom to choose how to be treated, rather than when one person or group has all the power and makes all the decisions. The democratic process also links closely to the way in which we vote for an individual person or group of people to represent us.

At Harborne Primary, we value the importance of the democratic process as we believe that everyone, including children should have the right for their voice to be heard and the opportunity to contribute to school development. We recognise that the school development is a responsibility of our whole-school community including pupils, staff, governors, and parents. We promote the democratic process throughout school to teach our pupils that:

- They are always listened to and feel they can share their ideas, thoughts, and opinions.

- Listening carefully to and showing concern for others is of high importance.
- Every individual has the right for their opinions to be heard and respected.
- Personal and social responsibility is fundamental to everyday life.

Implementation How do we teach democracy at Harborne Primary School?	General – Whole School	EYFS	KS1	KS2
	<ul style="list-style-type: none"> • Annual school council elections and selection. • School council display raising awareness of representatives • Regular opportunities for pupils to share their views e.g. school council members collecting feedback, pupil surveys etc. • Children are encouraged to become independent and take responsibility. • Parents’ and carers’ voices are heard through questionnaires, open evenings, staff having an ‘open door policy and being willing to discuss things with parents. • House captains and Vice Captains • Book club – sharing favourite books, deciding on what to read 	<p>Curriculum PSED Amazing Me - building respectful relationships</p> <p>General Classroom Provision:</p> <ul style="list-style-type: none"> - Children are given choices to select continuous provision opportunities - They are given a wide range of opportunities to express themselves. - Opportunities for voting e.g. for class book at story time, songs to sing etc. <p>Core texts from English reading spine You Choose books</p>	<p>PSHE units Diverse Britain (13) – being a good neighbour/ helping my community (Y1) TEAM (Y1) – focusing on the rules of our class/ school/ community.</p> <p>Geography Units Capital cities of the UK (Y1) – what is a capital city/ location of parliament Comparing London and Nairobi (Y2) – capital cities</p>	<p>PSHE units Diverse Britain (Y3) – talking about what democracy is and why it is important One World (Y4) – being an active global citizen Diverse Britain (Y5) – discussing democracy and human rights in relation to national government. One World (Y6) – being a responsible global citizen – making choices to make the world a better place.</p> <p>RE Units Participating and willing to lead (Y6) – leadership and community involvement</p> <p>History Units World War II (Y6) democratic government versus dictatorship</p>

		Events Home visits, parents meetings		Windrush Generation(Y6) – the rights of British Citizens (Windrush pioneers) to be treated fairly and without prejudice were compromised by the British Government. Study of 5 monarchs (Y6)
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Rules of Law

Intent:

What does the 'Rule of Law' mean to us at Harborne Primary School?

The rule of 'law' is defined as the framework that underpins open, fair and peaceful societies, where citizens and businesses can prosper. It is essentially about ensuring that rules and laws are implemented for citizens to have a happy, safe and secure environment to live and work.

This refers to the rules and laws put in place throughout society by governments, policy, places of work, parents, teachers, and individual citizens to regulate behaviour and avoid conflict or harm.

At Harborne Primary School, we value the importance of establishing clear rules and boundaries and having high expectations to ensure that our school is a happy, safe, and peaceful environment for everyone. We recognise that for laws to be effective, it is our duty, alongside parents and carers to teach the children respectful and positive behaviours and to consider the consequences of inappropriate behaviour and actions. We promote the rule of law to teach our pupils that:

- Rules of law help keep us safe.
- Rules of law should be fair and help bring about order and justice.
- We all have human rights which should be respected and protected.
- We all have a part to play in abiding by the rules of law

	General – Whole School	EYFS	KS1	KS2

<p>Implementation How do we teach rule of law at Harborne Primary School?</p>	<ul style="list-style-type: none"> • Our school ethos and behaviour policy revolve around our core values. • High expectations of behaviour – active listening, using our manners, COEL birds etc • Positive relationships and behaviour are modelled daily by staff to ensure children experience what good behaviour looks like. • School rules and boundaries are clear for pupils, parents, carers and staff. • Behaviour expectations are displayed around school and in each classroom. • School rules ensure pupil safety and maintain a calm and purposeful working environment. • Restorative conversations • Zones of Regulation – focusing on self-regulation. • Trusted adults. • Internet Safety Day • Opportunities for pupils to experience real life rules e.g. road safety assemblies, cycling proficiency etc. • Making sure there is no discrimination in the school through 	<p>Curriculum PSED Amazing Me- Learning to follow school rules and routines</p> <p>General Classroom Provision: Organisation of the learning environment encourages children to take independence over learning and to allow opportunities for children to follow rules. Children explore rules through:</p> <ul style="list-style-type: none"> - Staying safe - handling scissors, equipment etc. - Organisation - number of children at each station. - Communication - taking turns, sharing etc. <p>Core texts from English reading spine Tidy Leaf Thief Clean Up The Odd Fish</p>	<p>PSHE Units Diverse Britain (Y1) - identifying things that help and harm my neighbourhood. Describing ways I help my school community. TEAM (Y1) – focusing on the rules of our class/ school/ community and identifying good and not-so-good choices. Think Positive (Y1) – making good choices and thinking about the impact of our decisions. Digital Wellbeing (Y2) – staying safe online Safety First (Y2) – learning about danger sand how to keep safe</p> <p>RE Units Living by rules (Y2)</p> <p>Core texts from English reading spine Masie Jones and the Dinosaur Bones</p>	<p>PSHE Units TEAM (Y3) – how actions/ behaviour affects the team Safety first (Y4) – exploring ways to stay safe and healthy, knowing how to respond in emergency situations. Diverse Britain (Y5) – explaining why and how laws are made and what might happen if a law is broken.</p> <p>RE Units Living by rules (Y4 and Y6)</p> <p>History Units The Roman Empire and it’s impact on Britain (Y3) Ancient Egypt (Y4) Ancient Greece (Y5)– following laws, religion and rules</p> <p>Core texts from English reading spine Macbeth</p>
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	<p>our inclusion policy, anti-bullying policy and code of conduct.</p> <ul style="list-style-type: none"> • Incidents of discrimination or bullying are dealt with in a timely fashion and in line with the school policies. • All staff have a good understanding of safeguarding and how to report a concern. • School actively promotes good attendance and has clear procedures for those with poor attendance. 		<p>Marve and the Killer Plants</p>	
<u>Mutual Respect</u>				
<p><u>Intent</u></p> <p><u>What does 'Mutual Respect' mean to us at Harborne Primary School?</u></p> <p>Mutual respect is defined as the proper regard for the dignity of a person or position. It is linked with the understanding that everyone has the right to their values, ideas and beliefs and to be respected while not imposing their own views on others. Mutual respect is the foundation for honesty, trust and meaningful communication and is an important factor in creating positive and healthy relationships. At Harborne Primary School we believe that mutual respect is at the heart of everything we do. We promote mutual respect by teaching our pupils that:</p> <ul style="list-style-type: none"> • Diversity is something to be celebrated and embraced. • We should respect each other's differences which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, family structure or background. • It is important to challenge stereotyping, prejudice and discriminatory behaviours. • Safe, positive and healthy relationships are created through mutual respect. 				
	<p>General – Whole School</p>	<p>EYFS</p>	<p>KS1</p>	<p>KS2</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation How do we teach mutual at Harborne Primary School?</p>	<ul style="list-style-type: none"> • Our school ethos, behaviour policy and values. • The values of tolerance and respect are promoted in school through assemblies, our curriculum and school ethos. • The curriculum includes teaching awareness, understanding and appreciation of various faiths. • A diverse range of cultural and religious festivals are celebrated through assemblies, events etc e.g. Eid fest, Remembrance Day, Anti Bullying Week, Nativity Play, Red Nose Day, Children in Need etc • Staff role model working together as a team, helping children to know what respect looks like. • School policies are there to prevent discrimination. • High expectations around behaviour encouraging children to make good choices and self-regulation, and where poor choices are made or a lack of respect is shown children reminded of expectations and supported through restorative conversations. 	<p>Curriculum C&L Amazing Me - Expressing needs PSED Amazing Me - Building respectful relationships and celebrating diversity UW Amazing Me - are our families the same?</p> <p>General Classroom Provision:</p> <ul style="list-style-type: none"> - Staying safe - handling scissors, equipment etc. - Communication - playing fairly, sharing with others, taking turns, listening, and responding to their peers. <p>Core texts from English reading spine You're So Amazing Let's Celebrate Binny's Diwali</p>	<p>PSHE Units Diverse Britain (Y1) – exploring how people in the British Isles are the same/ different. Aiming High (Y1) – discussing equal opportunities and stereotyping when discussing what they might achieve in the future. TEAM (Y1) – being kind VIPs (Y2) – co-operation, discussing ways to resolve an argument. Growing Up (Y2) – understanding that we are all different and different people like different things.</p> <p>RE Units Creating Inclusion Identity and Belonging (Y1) - Naming ceremonies, what our names mean Remembering Roots (Y1) – origins of Eid ul Fitr</p>	<p>PSHE Units Aiming High (Y3) – equal opportunities It's My Body (Y3) – focusing on consent and respect. VIPs (Y4) – knowing how to make and keep friends Aiming High (Y5) – understanding that gender, race, social class do not determine the jobs people can do VIPs (Y6) – healthy relationships/ caring for others/ understanding that people have different opinions. Growing up (Y6) – understanding that there is no such thing as an ideal kind of body.</p> <p>RE Units Being fair and just (Y3 and Y6) Being hopeful and visionary (Y3) – altruism and practical action Being temperate, self-disciplined and seeking</p>
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	<ul style="list-style-type: none"> • Weekly year group assemblies are held to celebrate classmates' achievements. • Children are given leadership responsibilities e.g. playground leaders, librarians, school councillors, house captains etc. • Visitors into school e.g. OAPs for Christmas songs, visits from St. Johns Church. • BCM assemblies. 	<p>The Best Diwali Ever Clever Sticks The Dragon Painter</p> <p>Events – home visits, amazing me boxes, Christmas songs, people who help us</p>	<p>Geography Units Changes within living memory (Y1) – we may share different views about what our community needs</p> <p>History Units The Lives of Significant People (Y1) – Mae Jemison</p> <p>Core texts from English reading spine Elmer</p>	<p>contentment (Y5) – accepting responsibility and restraining from the criticism of others. Creating unity and harmony (Y6) – value of diversity</p> <p>Core texts from English reading spine Beegu The Lost Thing The Windrush Child (John Agard) Counting on Katherine Wonder</p>
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Tolerance

Intent

What does Tolerance mean to us at Harborne Primary School?

Tolerance is defined as the ability to respect opinions or behaviour that may differ from your own. Tolerance is closely linked with mutual respect as it recognises that we don't all share the same views and beliefs but despite this everyone has a right to be treated fairly.

At Harborne Primary we value that being tolerant is essential to forming healthy relationships. We promote this by:

- Celebrating diversity. We should respect each other's differences which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, family structure or background.
- It is important to confront stereotyping, prejudice and discriminatory behaviours.
- Tolerance and respect help pupils to deal with disagreements and conflicts and enables them to find a resolution.

	General – Whole School	EYFS	KS1	KS2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation How do we teach tolerance at Harborne Primary School?</p>	<ul style="list-style-type: none"> • Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect and tolerance towards others looks like. • Behaviour around school focuses on promoting good choices and self-regulation. • High expectations of behaviour are revisited regularly. • Opportunities for children to work with a range of children across the school of different ages, beliefs, backgrounds (play leaders/ clubs led by Y6 children/ reading buddies etc) • Festivals and events celebrated to show respect for different cultures, faiths, and beliefs - Remembrance, Easter, Christmas, Eid Fest, Children in Need, Red Nose Day etc. • School have good links with the local church (assemblies, the nativity at St Johns etc). 	<p>Curriculum C&L Amazing Me - Talking about likes and dislikes PSED – showing kindness and consideration UW Amazing Me - are our families the same?</p> <p>General Classroom Provision:</p> <ul style="list-style-type: none"> - Staying safe - handling scissors, equipment etc. - Communication - playing fairly, sharing with others, taking turns, listening, and responding to their peers. <p>Core texts from English reading spine Bodies are Cool Martha Maps it Out Super Duper You The Two Grannies</p>	<p>PSHE Units Diverse Britain (Y1) – exploring how people in the British Isles are the same/ different. Aiming High (Y1) – discussing equal opportunities and stereotyping when discussing what they might achieve in the future. TEAM (Y1) – talking about unkind behaviour and bullying. VIPs (Y2) – co-operation, discussing ways to resolve an argument.</p> <p>RE Units Being Modest and listening to others (Y1) – our ability to listen, reason and understand Being merciful and forgiving (Y2)</p> <p>Core texts from English reading spine</p>	<p>PSHE Units TEAM (Y3) – disputes and how to resolve them. VIPs (Y4) – resolving conflicts and disputes with our friends, knowing what to do if someone is bullied. Aiming High (Y5) – understanding that gender, race, social class do not determine the jobs people can do Be Yourself (Y5) – understanding that we might make different choices to those around us. VIPs (Y6) – people have different opinions. Growing Up (Y6) – understanding that there are many types of relationship.</p> <p>RE Units Diwali (Y3) Creating inclusion, identity and belonging (Y4)</p>
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		Events – home visits, amazing me boxes, Christmas songs	Look Up Why the Elephant has a Trunk	Core texts from English reading spine Beegu The Lost Thing Counting on Katherine Wonder
<u>Individual Liberty</u>				
<u>Intent:</u>				
<u>What does ‘individual liberty’ mean to us at Harborne Primary School?</u>				
<p>Individual liberty is defined as the right to believe, act, and express oneself freely. At Harborne Primary School we value the importance of children’s and adult’s individuality and encourage children to express themselves freely and creatively. Every child in our school is valued as an individual and we aim to allow their unique personalities, beliefs, and opinions to shine through. As staff we pride ourselves on knowing the children very well and ensure we celebrate their different gifts and talents not only within the classroom setting but whole-school environment. We promote individual liberty throughout our school to ensure we teach our children that:</p> <ul style="list-style-type: none"> • It is important to express ourselves freely. • Sharing our beliefs, thoughts, opinions, and personality is important and will be valued without judgement. • Risk-taking is something to be encourage 				
	General – whole school	<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>

<p>Implementation How do we teach individual liberty at Harborne Primary School?</p>	<ul style="list-style-type: none"> • Regular opportunities for pupil voice school council collect • School council meet regularly to discuss issues raised by different classes • School council display raising awareness of representatives, key messages etc. • Broad and balanced curriculum which includes trips, visitors etc • Book club – choosing, sharing, recommending books etc • Individual children are planned for through adaptation to the curriculum, learning plans, behaviours plans etc. • Safe environments are created and support available for children to express themselves e.g., strong anti-bullying culture, rainbow groups etc • Stereotypes are challenged and equality and fairness are discussed regularly. • Extra-curricular clubs which children can choose to participate in – including, sports, dance, choir etc • Year 6 children given the opportunity to lead clubs spotlighting their passions and interests for younger children. • The school community are encouraged to positively contribute to the wider community e.g. charity days such as Children in Need, anti-bullying week, mental health day etc. • level) etc. 	<p>Curriculum C&L Amazing Me- talking about our different hobbies and interests UW Let's Celebrate - special times we share with our families, do I celebrate the same things as my friend? EAD Who looks after me – how does music make you feel</p> <p>Core texts from English reading spine You Choose Books What makes me me Supper Duper</p>	<p>PSHE Units Diverse Britain (Y1) – talking about living in the British Isles. Aiming High (Y1) – my star qualities Be Yourself (Y1) – talking about what makes us special It's My Body (Y1) – knowing that we can choose what happens to our Bodies) One World (Y2) – exploring similarities and differences between their way of life and others around the world</p> <p>RE Units Being thankful (Y1) – the specialness of humans Participating and willing to lead (Y2) – the importance of individual participation Being imaginative and exploratory (Y2) – the oneness of God in many forms</p>	<p>PSHE Units Aiming High (Y3) – setting personal goals, career ambitions etc Be Yourself (Y3) – promoting a positive sense of self. It's My Body (Y4) – positive body image, celebrating difference Be Yourself (Y5) – explaining why everyone is unique and this should be celebrated and respected. VIPs – Healthy relationships</p> <p>RE Units Being imaginative and appreciating beauty (Y4) Being imaginative and exploratory (Y5) – expressions in art and dance</p> <p>Core texts from English reading spine The Tunnel Wonder</p>
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	<ul style="list-style-type: none"> • Music – choir/ instrument lessons/ music assemblies/ concerts to showcase talents. • Art competitions showcasing talent 	<p>Events – home visits, amazing me boxes, people who help us day</p>	<p>History Units The Lives of Significant People (Y1) – Mary Anning/ David Attenborough/Neil Armstrong/ Mae Jemison/ Tim Peake – following ambitions and dreams/ risk taking</p> <p>Core texts from English reading spine Little People Big Dreams – Mary Anning, David Attenborough, Neil Armstrong Masie Jones and the Dinosaur Bones Wild Life – The Extraordinary Life of David Attenborough Wild Planet Jonty Gentoo</p>	
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