



Overchurch Junior School

Promoting British Values –
through our curriculum



| | How are British Values promoted through English? |
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| Democracy | <ul style="list-style-type: none">□ Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings.□ Pupil voice - interviews and questionnaires to gather opinions of the children in relation to English at HBJs and outcomes acted upon where possible.□ Through debate and discussion we help pupils to express their views. In the English Curriculum this includes both written and verbal opportunities for discussion and debate. |
| Rule of Law | <ul style="list-style-type: none">□ The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies in which the children participate.□ Ensure school rules and expectations are clear and fair.□ Help pupils to distinguish right from wrong. |
| Individual Liberty | <ul style="list-style-type: none">□ Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.□ Pupils are given the freedom to make choices.□ We support pupils to develop their self-knowledge, self-esteem and self-confidence□ Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.□ In English lessons, pupils are encouraged to work in a group and have their say. |
| Mutual Respect | <ul style="list-style-type: none">□ Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.□ Evaluating the work of their peers and giving positive and constructive feedback.□ To be aware of significant personalities in the literary field; authors, poets, reporters. |

**Tolerance of
those with
different faiths
and beliefs**

- To tolerate ideas from others that are different to their own. To
- understand that many great stories and texts originate from other cultures.

| | How are British Values promoted through Maths? |
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| Democracy | <ul style="list-style-type: none"> □ Democratic process for election of School Council, Playground Buddies. □ Pupil voice questionnaires and interviews to gather opinions on maths in order to move the subject forward. □ Students consider and debate the consequences, advantages and disadvantages of things such as ethical decisions relating to Maths, business and economies, and how maths is used and abused as well as how data can be used to change perception, opinion, action and cause reaction. □ Use statistics to justify our arguments □ Learn to interpret and analyse visual representations of data □ Working together with teachers to identify topics for intervention |
| Rule of Law | <ul style="list-style-type: none"> □ Encourage a positive ethos where children observe other individuals methods of exploration, knowing the right and wrong ways of encouraging peers to develop mathematically. □ Behaviour sanctions/steps - clear rewards and sanctions. Knowing that behaviour affects our rights and the rights of others. □ Maths games - playing fairly and by the rules. □ Develop fair rules for our classroom through our Full Value Contracts to develop order □ Clear policies for presentation, marking and homework which support our learning and facilitate our progress |
| Individual Liberty | <ul style="list-style-type: none"> □ To develop tolerance and resilience through problem solving and understanding of concepts, encouraging children to persevere and try different methods to arrive at the correct solutions. □ Children are allowed to make mistakes and learn from them. This fosters confidence and builds self-esteem, encouraging children to become lifelong learners. □ Extra-curricular activities - tuck shop, fundraising events etc where children feel they can make a positive contribution. □ Maths games and home learning opportunities. □ Fundraising/charitable events. |

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| | <ul style="list-style-type: none"> □ Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful to others. At the same time, students are reminded of an expectation of respect for all others. □ Through various forms of mathematical issues, freedom of speech is discussed. □ Children make own choices and understand the rewards for or consequences of our own actions □ Children take ownership of our own learning and responsibility for consolidating the work carried out during lessons |
| <p>Mutual Respect</p> | <ul style="list-style-type: none"> □ Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. □ Evaluating the work of their peers and giving positive and constructive feedback. □ To be aware of significant personalities in the literary field; authors, poets, reporters. □ At all times within the subject, students are encouraged to recognise an individual's strength and support their development. Students are encouraged to embrace diversity and treat all others with respect, both in and out of the classroom. We encourage equality and diversity at every opportunity. □ Working together to solve problems □ Children provide constructive feedback in peer assessment to support learning. □ Children are able to make mistakes and learn from them, in a safe learning environment |
| <p>Tolerance of those with different faiths and beliefs</p> | <ul style="list-style-type: none"> □ Bebington is situated in an area which is not greatly culturally diverse; therefore we place a great emphasis on promoting diversity with the children. □ Develop critical personal thinking skills. □ Values such as respect, tolerance of other opinions and positive criticism are embedded in Maths. □ An underpinning drive to develop students who are resilient, respectful, determined and respectful creates a positive set of values to apply to all areas of life and help develop student's character. □ Children discuss the different cultural origins of maths |

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| | <ul style="list-style-type: none">□ Children learn multiplication methods which stem from different cultures, including Chinese and English. |
| | <ul style="list-style-type: none">□ In Maths textbooks and workbooks, problems and reasoning children will be featured from a range of cultures and ethnicities. |

| | How are British Values promoted through Science? |
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| Democracy | <ul style="list-style-type: none"> <input type="checkbox"/> Take into account the views of others in shared activities. <input type="checkbox"/> Vote for enquiry questions <input type="checkbox"/> Collective choice for types of enquiry and equipment <input type="checkbox"/> Developing an understanding of fairness through investigative testing |
| Rule of Law | <ul style="list-style-type: none"> <input type="checkbox"/> Undertake safe practices, following class rules during investigative Science. <input type="checkbox"/> Understand the consequences if rules are not followed. <input type="checkbox"/> Use e-safety when using the internet for research. |
| Individual Liberty | <ul style="list-style-type: none"> <input type="checkbox"/> Work within boundaries to make safe choices in science. <input type="checkbox"/> Make own decisions within science investigations. <input type="checkbox"/> Choose how to report their findings when answering questions. <input type="checkbox"/> Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas, peer-assessment and encouraging pupils to support each other. |

The Science curriculum enables pupils to develop their curiosity, their interconnectedness with each other and the natural world and their knowledge through scientific methods.

In all year groups, pupils develop their curiosity by being taught a range of key skills and techniques which then allow them to produce work creatively, collaboratively and . Within the classroom we teach pupils to respect the values and opinions of others by way of being able to express themselves and listen to other's thoughts and opinions without prejudice. Everyone is equal, listened to, valued and respected at Overchurch Junior School.

Pupils are encouraged to respond each other's work and respect the opinions of others; taking both the positive and the areas of improvement feedback in order to enhance and make further progress. This supports the values of honesty, integrity, respect and tolerance, and is also supporting the pupils to respect democracy and to willingly participate in the democratic process.

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| | <ul style="list-style-type: none"> <input type="checkbox"/> Value human diversity and difference by working and sharing with a wide range of peers and are able to celebrate their freedom to demonstrate their right as individuals to see things from different perspectives. |
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| Mutual Respect | <ul style="list-style-type: none">• To behave appropriately allowing all participants the opportunity to work effectively □ Share resources.• Review each other's work respectfully.• Work together on projects, help and advise others.• Respect that scientific ideas have changed over time.• Problem solve respecting other people's opinions. |
| Tolerance of those with different faiths and beliefs | <ul style="list-style-type: none">• Discussion of evolution theory• Exploration of controversial issues, but always maintaining tolerance for the beliefs and opinions of others.• Debate around ethical and moral decisions, such as the human impact on the environment. |

| | How are British Values promoted through Computing? |
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| Democracy | <ul style="list-style-type: none"> □ The children must take the views and opinions into account but still have the right to make their own choices. □ To take turns both in speech and practically with others. □ Understand that it is not always possible or right to have their own way and understand the value of compromise. □ Computing requires a lot of partner work including democratic decision making. |
| Rule of Law | <ul style="list-style-type: none"> □ Understand the importance of e-safety rules to ensure safety when online □ Understand and accept that if these rules are not followed that there are consequences to this. □ Children are told that they must respect each other when online □ Rules are reinforced during Computing sessions and it is explained that the rules are there to keep the children safe |
| Individual Liberty | <ul style="list-style-type: none"> □ Understand that they are able to listen to others but can use their own ideas and choices when completing a computing task |
| | <ul style="list-style-type: none"> □ To accept that others ideas may not be the same as their own but are able to accept this. □ Children are given planning time during their Computing sessions to make choices as to their designs □ Children are encouraged to create their own piece of work showcasing their individuality. Children will also build resilience and self-esteem through tasks. |
| Mutual Respect | <ul style="list-style-type: none"> □ Children will listen to and consider the ideas and opinions of others even if they differ from their own. □ To be able to take turns during discussions to resolve difficulties such as debugging during programming. □ During peer assessment children are told to offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener. □ Children are encouraged to give constructive criticism and to always find a positive in the work of their peers |

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To tolerate ideas from others that are different to their own.

How are British Values promoted through PSHE?

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| | <h2 style="text-align: center;">How are British Values promoted through PSHE?</h2> |
| <p>Democracy</p> | <ul style="list-style-type: none"> □ School Council - Our pupils have the opportunity to have their voices heard in matters that affect them. The elections of class council members are based on pupil votes after each pupil has given a short presentation about why they should be chosen. □ Pupil voice - Interviews are conducted to gather opinions of a mix of children in relation to PSHE at our school. Outcomes acted upon where possible. Feedback is given to staff at future training. |
| <p>Rule of Law</p> | <ul style="list-style-type: none"> □ Golden Rules- The importance of Laws/rules (class, school, country) are consistently reinforced |
| | <p>across the school through class/school ` Reminder and Loss of Time ` Zones. These are reinforced through class and whole school assemblies aswell as through daily routine.</p> <ul style="list-style-type: none"> □ Children's efforts are always praised individually, during group work or in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for positive behaviour and general adherence to our school Golden Rules. □ Rewards are given in the form of house points and Headteacher Awards. Children's achievements are also recognised during Friday's Celebration Assembly. In this time children are awarded with a certificate of merit and a badge, which they can wear with pride. □ Pupils are taught the value and reasons behind laws - that they govern and protect us and the responsibilities that this involves. This is done through whole school and class assemblies. □ At Higher Bebington Junior School visits from visiting speakers during whole school assemblies from authorities such as the Police; Fire Service; safety/ road safety and reasons for laws and consequences for breaking them. |

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| <p>Individual Liberty</p> | <ul style="list-style-type: none"> □ At our HBJS all pupils are always encouraged to make sensible choices, knowing they are in a safe and supportive environment. □ Our school community provides boundaries for our children to make choices safely, through the provision of a safe environment and well planned curriculum. □ Through our E-Safety and PSHE lessons pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to do so safely and securely. |
| <p>Mutual Respect</p> | <ul style="list-style-type: none"> □ Pupils are taught to respect each other, and adults, and to treat others how they might like to be treated themselves. □ They learn that everyone is different but everyone is equally important and that difference should be accepted and celebrated. □ Respect for others is reiterated through our 'Golden Rules', 'Reminder and Loss of Time` Zones' and the school Behaviour policy. □ Pupils are encouraged to evaluating the work of their peers and give positive and constructive feedback. Sharing ideas constructively rather than negatively. □ At HBJS we talk to the children about how we might feel if we |
| | <p>ourselves are treated disrespectfully and how we might avoid others feeling like this.</p> |
| <p>Tolerance of those with different faiths and beliefs</p> | <ul style="list-style-type: none"> □ Festivals and traditions from different faiths are explored and celebrated across the school, through RE and PSHE lessons and through whole school and class assemblies. □ At HBJS we have held Multi Cultural Market place days, which along with the help of our dual heritage families has allowed the understanding of the rest of our pupils to be enhanced. It also gives them opportunities to experience such diversity. |

| | How are British Values promoted through RE? |
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| Democracy | <ul style="list-style-type: none"> □ By exploring the qualities which are valued by a civilised society - thoughtfulness, honesty, □ respect for difference, independence and interdependence. □ By asking questions about the social impact of religion. □ By understanding that people represent and lead people through the correct moral ground e.g. Martin Luther King. |
| Rule of Law | <ul style="list-style-type: none"> □ By exploring morality including rules, teachings and commands such as The Golden Rules, the ten commandments, the sayings (hadith) of Muhammad. □ By investigating the importance of service to others in Christianity, Sikhism, Hinduism and Buddhism. □ By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur (Day of Atonement), Christian salvation story. |
| Individual Liberty | <ul style="list-style-type: none"> □ By exploring religious perspectives and responses to evil and suffering in the world. □ By exploring historic figures who have fought for liberty and equality, using their faith to guide them. |
| Mutual Respect | <ul style="list-style-type: none"> □ By learning that their behaviours have an effect on their own rights and those of others. They look at a range of religious figures that have achieved the desired result through their faith and behaving in a morally correct way. □ All members of the school and local community treat each other with respect. |
| Tolerance of those with different faiths and beliefs | <ul style="list-style-type: none"> □ By exploring similarities and differences between faiths and cultures by considering in particular different cultural expressions of Christianity. □ By learning about UK saints and those to which their school might be named after. □ By engaging with text, artefacts and other sources from different cultures and religious backgrounds. |

| | How are British Values promoted through Geography? |
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| Democracy | <ul style="list-style-type: none"> □ Pupil voice - interviews and questionnaires to gather opinions of the children in relation to Geography at Higher Bebington Junior School and outcomes acted upon where possible. □ Within the classroom we teach pupils to respect the values and opinions of others by way of being able to express themselves and listen to other's thoughts and opinions without prejudice. Everyone is equal, listened to, valued and respected at Higher Bebington Junior School. Students are encouraged to critique each other's work and respect the opinions of others; taking both the positive and the areas of improvement feedback in order to enhance and make further progress. This supports the values of honesty, integrity, respect and tolerance, and is also supporting the students to respect democracy and willingly participate in the democratic process. □ In Geography we consider a range of viewpoints within society and effects from natural disasters. □ Vote for outcomes. |
| Rule of Law | <ul style="list-style-type: none"> □ Undertake safe practices, following class rules during projects and activities for the benefit of all. □ Understand the consequences if rules are not followed. |
| Individual Liberty | <ul style="list-style-type: none"> □ We allow the children to consider and contribute to the school environment and the wider community. • Work within boundaries to make safe choices in fieldwork. • Make own choices within geography projects • Pupils have 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 students to support each other. |
| Mutual Respect | <ul style="list-style-type: none"> • To behave appropriately allowing all participants the opportunity to work effectively • Pupils work with mutual respect for each other. They explore controversial issues but always maintain tolerance for the beliefs and opinions of others. • Review each other's work respectfully. • Work together on projects, help and advice others. |

**Tolerance of those
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and beliefs**

- We allow children to voice their opinions with equality for all faiths and beliefs.
- We approach geographical events sensitively, bearing in mind children with different faiths and beliefs.
- Experience and talk about different cultures.
- Use geography to learn about different cultures around the world and the diverse places, people, resources and natural and human environments. Geography is seen as an opportunity to promote tolerance and partnership within local and wider communities.

| | How are British Values promoted through Music |
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| Democracy | <ul style="list-style-type: none"> □ Children experience a variety of Music from around the world through range of topics covered in each year group. □ Children are given opportunities to express opinions about Music through Music lessons and pupil voice. |
| Rule of Law | <ul style="list-style-type: none"> □ Following the rules of Music to play a part in succeeding as a group. □ To understand the importance of a conductor and to follow the conductor. |
| Individual Liberty | <ul style="list-style-type: none"> □ All year groups to plan and take part in a class assembly or class productions. (Year 4 - Harvest, Year 3 - Nativity, Year 5, Easter and Year 6 - Musical Production) □ Extra-curricular clubs such as rock band, guitar tuition, wood wind tuition and violin tuition. □ Year 4 opportunity to learn an orchestral instrument and perform. |
| Mutual Respect | <ul style="list-style-type: none"> □ Study of modern and classical British composers and their influence worldwide. □ Children's individual achievements in and out of school are recognised through celebration and class assemblies. □ Regular performances to celebrate musical achievements of groups of children learning to play instruments. Other children to listen, respect and value the achievement of others. |
| Tolerance of those with different faiths and beliefs | <ul style="list-style-type: none"> □ Regular opportunities in singing assemblies to include songs that complement and promote British Values with themes such as remembrance, mutual respect, and key events throughout the year, etc. |

| | How are British Values promoted through Art and Design? |
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| Democracy | <ul style="list-style-type: none"> □ Take into account the views of others in shared activities. □ Vote for outcomes □ In group art projects, children experience the need to work together democratically, choosing the focus of their project and deciding as a team how the tasks will be organised. □ The value of the democratic system is demonstrated by the positive outcome of teamwork. □ Children are encouraged to recognise how they can improve their own skills and help develop those in others by collaborative learning and assessment opportunities |
| Rule of Law | <ul style="list-style-type: none"> • Undertake safe practices, following class rules during projects and activities for the benefit of all • Understand the consequences if rules are not followed • Within Art lessons, children are taught to respect the rule of law by learning to respect the equipment, such as the correct use of brushes and other resources. • Children are taught about safety issues around scissors, craft knives and glue guns, for example. |
| Individual Liberty | <ul style="list-style-type: none"> • Work within boundaries to make safe choices in art and design • Make own choices within art and design projects • Children have 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 children to support each other. • In Art, children experience the freedom to express themselves as individuals in the choices they make when creating their artwork. • They are actively encouraged to discuss and evaluate the effects of these and are able to celebrate their freedom to demonstrate their right as individuals to see things from different perspectives. |

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| <p>Mutual Respect</p> | <ul style="list-style-type: none"> • To behave appropriately allowing all participants the opportunity to work effectively • Children work with mutual respect for each other. They explore controversial issues but always maintain tolerance for the beliefs and opinions of others. • Review each other's work respectfully • Work together on projects, help and advice others • Experience different festivals, traditions and celebrations through art and design • Children's art projects encourage awareness and celebration of the diversity of our global and local community. • Children and their families are encouraged to engage with the language and cultures represented and enhance our displays and learning opportunities through multi-lingual displays and artwork reflecting the richness of the identities of our community. |
| <p>Tolerance of those with different faiths and beliefs</p> | <ul style="list-style-type: none"> • Experience and talk about art and design work from different cultures and religious beliefs • Use art and design pieces to learn about different faiths and cultures around the world • Art promotes tolerance in a variety of different ways. For |
| | <p>example: exploring ideas, creative responses, analysing different cultural influences, considering different styles and religious iconography within art and design.</p> <ul style="list-style-type: none"> □ Art lessons allow children to discuss a wide variety of artists, designers and makers. □ Children are encouraged to engage with and appreciate art from different cultures and to use art in cross-curricular activities, which include creating artwork reflecting different beliefs and cultures, such as Diwali lamps, stained glass windows and Egyptian Art. |

| | How are British Values promoted through Design Technology? |
|---------------------------|---|
| Democracy | <ul style="list-style-type: none"> □ The children must take the views and opinions into account but still have the right to make their own choices. □ To take turns both in speech and practically with others. □ Understand that it is not always possible or right to have their own way and understand the value of compromise. □ DT requires a lot of teamwork including democratic decision making. |
| Rule of Law | <ul style="list-style-type: none"> □ Understand the importance of safety rules when using tools. □ Understand and accept that if these rules are not followed that there are consequences to this. □ Children are told that they must respect the equipment we use □ Rules are reinforced during DT sessions and it is explained that the rules are there to keep the children safe |
| Individual Liberty | <ul style="list-style-type: none"> □ Understand that they are able to listen to others but can use their own ideas and design choices when making a product. □ To accept that others ideas may not be the same as their own but are able to accept this. □ Children are given planning time during their DT sessions to make |
| | <p>choices as to their designs</p> <ul style="list-style-type: none"> □ Children are encouraged to create their own piece of work showcasing their individuality |
| Mutual Respect | <ul style="list-style-type: none"> □ Children will listen to and consider the ideas and opinions of others even if they differ from their own. □ To be able to take turns during discussions to resolve difficulties or make decisions. □ Offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener. □ Children are encouraged to self-evaluate and to evaluate with others- keeping in mind that their comments and thoughts can have an effect on others □ Children are encouraged to give constructive criticism and to always find a positive in the work of their peers |

Tolerance of those with different faiths and beliefs

- To tolerate ideas from others that are different to their own. To
- understand that many great design ideas originate from other cultures.

| | How are British Values promoted through PE? |
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| Democracy | <ul style="list-style-type: none"> □ Pupil voice - interviews to gather opinions of children in relation to PE at HBJS and outcomes acted upon where possible. |
| Rule of Law | <ul style="list-style-type: none"> □ Rules of sports games and the importance of following them are identified, especially when playing as part of a team. □ Competing against others within lessons, intra school competitions and against other schools in inter school competitions fairly through promoting fair play and sportsmanship. |
| Individual Liberty | <ul style="list-style-type: none"> □ Participation in extra-curricular clubs which offer a wide range of opportunities for pupils to have the freedom to make choices based on their interests. □ Charitable work such as Sport Relief. |
| Mutual Respect | <ul style="list-style-type: none"> □ Evaluating the work of their peers and giving positive and constructive feedback. □ Promoting good sportsmanship through the shaking of hands after a match against others within school or against other schools. |
| Tolerance of those with different faiths and beliefs | <ul style="list-style-type: none"> □ Inclusion of all in PE lessons, extra-curricular clubs and on the playground. □ Talk about world sporting events, such as the Olympics and the World Cup, to discuss and learn about other countries and cultures. |

| | How are British Values promoted through History? |
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| Democracy | <ul style="list-style-type: none"> □ The children are given opportunities to find out about historical events, therefore gaining an understanding of chronology. □ Pupil voice is used to gather opinions of the children in relation to History. |
| Rule of Law | <ul style="list-style-type: none"> □ The children consider how life has changed for people over time. |
| Individual Liberty | <ul style="list-style-type: none"> □ The children engage in discussions, allowing freedom of speech. |
| Mutual Respect | <ul style="list-style-type: none"> □ The children develop an awareness and appreciation of other cultures and historical events through time. |
| Tolerance of those with different faiths and beliefs | <ul style="list-style-type: none"> □ The children approach historical events sensitively, bearing in mind children with different faiths and beliefs. |