**Wood Fold Primary School British Values Provision**

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| DEMOCRACY | | | | | | | | |
|  | **Aut 1** | | **Aut 2** | **Spr 1** | | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** |  |  | |  |  | |  |  |
| **Year 1** |  | |  |  | |  |  |  |
| **Year 2** | **History**  **British Monarchy**   * The Queen’s roles and responsibilities   **Geography**   * Advantages and disadvantages of living in a city | |  |  | |  |  |  |
| **Year 3** |  | |  |  | |  |  |  |
| **Year 4** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what the British Values are and how they are relevant to us. * To explore the advantages and disadvantages of democracy. * To understand how the law in Britain works in contrast to other forms of government. * To consider how well does democracy function in British politics.   **Geography**  **Production of Chocolate**   * Discussions and debates on Fairtrade and environmental factors | | **History**  **Ancient Greece**   * Democratic systems during Ancient Greece. |  | |  |  |  |
| **Year 5** | **PSHE**  **Living in the Wider World (Citizenship)**   * To recall what the British Values are and know their impact on British society today. * To understand my rights and responsibilities as a citizen of my country and as a member of my school. * To understand how democracy and having a voice benefits the school community. * To understand that my actions affect other people locally and globally. | |  |  | |  |  | **Geography**  **Amazon Basin and its rainforests**   * Discussions and debates on the impact of climate change on Amazon rainforest and how human settlement has adapted. |
| **Year 6** | **PSHE**  **Living in the Wider World (Citizenship)**   * To recall what the British Values are and to know how the British values reflect life in modern Britain. * To consider what life would be like without one or more of the British Values. | | **History**  **Crime and Punishment**  **(Anglo-Saxons and Tudors)**  Changes to the British justice system over time. |  | | **History**  **Industrial Revolution**   * The Industrial Revolution in Wigan | **History**  **Victorian Britain**   * Overview of Victorian Britain   **Geography**  **Wigan**   * Geographical changes in Wigan and the land use patterns. Who makes the decision to change things in Wigan? | **History**  **Crime and Punishment**  **(Victorians and Modern Day)**  Changes to the British  In a democracy, there are limits on how a government can punish a person convicted of a crime. justice system over time. |

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| THE RULE OF LAW | | | | | | | |
|  | **Aut 1** | | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSHE**  **Living in the Wider World (Citizenship)**   * To understand roles and responsibilities in the classroom, including tidying and lining up. * To respect our classroom and the resources. |  | |  | |  | |
| **Year 1** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what being a good citizen means * To know my views are valued and contribute my ideas to our classroom rules. * To recognise the choices I make and how they impact others. | |  |  |  | **Digital Citizenship**  PRIVACY & SECURITY   * Safety in My Online Neighbourhood How do you go places safely online? |  |
| **Year 2** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what the British Values are. * To distinguish between right and wrong and to respect the law. * To understand the rule of law. * To appreciate the value and reason for laws and understand that they are to govern and protect us. | | **Digital Citizenship**  Pause & Think Online   * How can we be safe, responsible and respectful online? |  |  | **Digital Citizenship**  PRIVACY & SECURITY  Internet Traffic Light   * How do you stay safe when visiting a website or app? |  |
| **Year 3** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know what the British Values are and why we have them. * To explore the reasons for rules and laws in wider society. * To consider the importance of laws, whether they govern the class, school or country. * To understand the responsibilities of abiding by laws and the consequences when laws are broken. | |  | **Digital Citizenship**  PRIVACY & SECURITY That's Private!   * What kinds of information should I keep to myself when I use the internet? |  | **History**  **Ancient Egypt**   * How did Upper and Lower Egypt become united? | **History**  **Ancient Egypt**   * King Menes and his influence on Ancient Egypt * Pharaohs – laws and taxes |
| **Year 4** |  | | **History**  **Ancient Greece**   * Greek Laws and Legal systems * Who is in charge and why decisions regarding the country have been made.   **Digital Citizenship**  Password Power-Up   * How can a strong password help protect your privacy? |  | **History**  **Rotten Romans**   * Roman Law, influence and importance |  |  |
| **Year 5** |  | | **Digital Citizenship**  Privacy & Security Private and Personal Information   * What information about you is OK to share online? | **History**  **Vikings**   * The Viking and Anglo Saxon struggle for the Kingdom of England |  |  | **Digital Citizenship**  News & Media Literacy A Creator's Rights and Responsibilities   * What rights and responsibilities do you have as a creator? |
| **Year 6** |  | | **History**  **Crime and Punishment**  **(Anglo-Saxons and Tudors)**   * Changes to the British justice system over time. |  |  |  | **History**  **Crime and Punishment**  **(Victorians and Modern Day)**   * Changes to the British justice system over time. |

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| INDIVIDUAL LIBERTY | | | | | | | |
|  | **Aut 1** | | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSHE**  **Living in the Wider World (Citizenship)**   * To understand what it means to belong to a class and part of the school community. |  | |  | |  | |
| **Year 1** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know that I belong to my class. * To consider everyone’s right to learn in my class. | |  |  |  |  |  |
| **Year 2** |  | |  | **Digital Citizenship**  MEDIA BALANCE & WELL-BEING   * How Technology Makes You Feel * Why is it important to listen to your feelings when using technology? |  |  | **History**  **Explorers**   * Neil Armstrong |
| **Year 3** |  | | **Digital Citizenship**  MEDIA BALANCE & WELL-BEING Device-Free Moments   * Why is it important that we have device-free moments in our lives? |  |  |  |  |
| **Year 4** |  | |  | **Digital Citizenship**  DIGITAL FOOTPRINT & IDENTITY   * How does what I post online affect my identity? | **History**  **Rotten Romans**   * Boudicca’s Rebellion |  |  |
| **Year 5** |  | |  | **Digital Citizenship**  Digital Footprint & Identity Our Online Tracks   * How does our online activity affect the digital footprints of ourselves and others? | **Digital Citizenship**  Relationships & Communication Keeping Games Fun and Friendly   * How can I help myself and others be positive and have fun while playing online games? |  |  |
| **Year 6** | **PSHE**  **Living in the Wider World (Citizenship)**   * To know that there are universal rights for all children but for many children these rights are not met.   **Digital Citizenship**  MEDIA BALANCE & WELL-BEING  Finding My Media Balance   * What does media balance mean for me? | |  |  |  |  |  |

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| TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSED**   * To explore the Hindu Celebration of Diwali. * To discuss birthdays and other special lifetime events. * To learn about Christmas, Chinese New Year and New Year Celebrations across different traditions.   **Understanding the World, People and Communities**   * Children will know that Diwali is celebrated by Hindus. * They will be able to say why it is a special time. * Children will know one other festival from another faith and be able to explain why it is important to its faith members.   **PSED**   * To explore special things about themselves. * To know what being proud means and that people can be proud of different things. * To learn and explore physical similarities and differences about themselves and others. | | **RE / Cultural Study**   * Children will become familiar with the idea that some books are sacred and holy. * They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. * Children will be given the opportunity to retell stories and respond in a variety of ways.   **Understanding the World, People and Communities**   * Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali | | **RE/ Cultural Study**   * They will learn that many religious people believe that the world was created and designed by God. * They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation. | |
| **Year 1** | **RE**  **Christianity (God)**   * Why do Christians say that God is a ‘Father’? | **RE**  **Christianity (Jesus)**   * Why is Jesus special to Christians? | **RE**  **Islam**   * How might beliefs about creation affect the way people treat the world? | **RE**  **Judaism**   * Why might some people put their trust in God? | **RE**  **Hindu Dharma**   * What do Hindus believe about God? | **RE**  **Christianity (Church)**   * How might some people show that they ‘belong’ to God? |
| **Year 2** | **RE**  **Christianity (God)**   * Does how we treat the world matter? | **RE**  **Christianity (Jesus)**   * Why do Christians say Jesus is the ‘Light of the World’? | **RE**  **Hindu Dharma**   * How might people express their devotion?   **Digital Citizenship**  **Media Balance and Well-being**   * Why is it important to listen to your feelings when using technology? | **RE**  **Islam**   * Why do Muslims believe that it is important to obey God? | **RE**  **Christianity (Church)**   * What unites the Christian community? | **RE**  **Judaism**   * What aspects of life really matter? |
| **Year 3** | **RE**  **Christianity (God)**   * How (and why) have some people served God? | **RE**  **Islam**   * Why is the Prophet Muhammad (pbuh) an example for Muslims? | **RE**  **Christianity (Jesus)**   * What does it mean to be a disciple of Jesus? | **RE**  **Christianity (Church)**   * What do Christians mean by the ‘Holy Spirit’? | **RE**  **Sikhism**   * Why are the Gurus important to Sikhs?   **History**  **Ancient Egypt**   * Pharaohs * Gods * Mummification | **RE**  **Hindu Dharma**   * Why is family an important part of Hindu life? |
| **Year 4** | **RE**  **Hindu Dharma**   * What might a Hindu learn through celebrating Diwali? | **RE**  **Christianity (God)**   * How and why might Christians use the Bible?   **History**  **Ancient Greece**   * Gods and Goddesses * Religious Beliefs | **RE**  **Sikhism**   * How do Sikhs express their beliefs and values? | **RE**  **Christianity (Jesus)**   * Is sacrifice an important part of religious life? | **RE**  **Islam**   * Why do Muslims fast during Ramadan?   **History**  **Ancient Rome**   * Gods and Goddesses * Religious Beliefs | **RE**  **Christianity (Church)**   * What does ‘love your neighbour’ really mean? |
| **Year 5** | **RE**  **Christianity (God)**   * Why is it sometimes difficult to do the right thing? | **RE**  **Islam**   * Why is the Qur’an so important to Muslims? | **RE**  **Hindu Dharma**   * Hindu Dharma What might Hindus learn from stories about Krishna?   **History**  **Vikings**   * Hierarchy of Gods | **RE**  **Christianity (Jesus)**   * What do we mean by a miracle?   History  **Islamic Civilisation** | **RE**  **Christianity (Church)**   * How do people decide what to believe? | **RE**  **Judaism**   * Do people need laws to guide them? |
| **Year 6** | **RE**  **Christianity (God)**   * How do Christians mark the ‘turning points’ on the journey of life? | **RE**  **Hindu Dharma**   * Is there one journey or many? | **RE**  **Islam**   * What is Hajj and why is it important to Muslims?   **PSHE**  **Celebrating Diversity**   * To explore the meaning of personal identity and what contributes to it. | **RE**  **Christianity (Jesus)**   * Why do Christians believe Good Friday is ‘good’? | **RE**  **Buddhism**   * What do we mean by a ‘good life’? | **RE**  **Christianity (Church)**   * If life is like a journey, what’s the destination? |

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| MUTUAL RESPECT | | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **RE / Cultural Study**   * Children will learn about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam. * They will begin to understand the important religious events for these religions. * They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future. | | **Understanding the World, People and Communities**   * To consider and discuss similarities and differences between different religious and cultural communities in this country. * Explore cultures within our society and identify ourselves e.g. where we live. * Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali * Children will be able to identify different cultures through artefacts. | | **Understanding the World, People and Communities**   * To explore some similarities and differences between life in this country and life in other countries. * To draw on our knowledge through stories, non-fiction texts and maps. Focusing on countries within Africa * Children will be able to talk about a difference and a similarity between our country and Africa. | |
| **Year 1** |  | **PSHE**  **Celebrating Diversity**   * To understand what diversity is and why it matters. * To explain how differences create diversity in our community. |  | **Music**  **In The Groove**   * Blues, Baroque, Latin, Bhangra, Folk, Funk |  |  |
| **Year 2** |  | **PSHE**  **Celebrating Diversity**   * To explore differences and similarities I have from others in my class, school, community and country.   **Art**  **Drawing and Printing**   * Stephen Wiltshire |  | **Music**  **Hands, feet, heart**   * South African Music |  |  |
| **Year 3** |  | **PSHE**  **Celebrating Diversity**   * To learn about and explore visible differences. * To understand that differences create diversity. * To appreciate the value of being part of a diverse community. * To understand how to embrace diversity within communities. * To understand what discrimination and prejudice means and how to challenge these behaviours.   **Music**   * African Vocal | **English**   * ‘The Girl who Lost a Leopard’ | **PE**  **Dance**   * Egyptian Dance   **History**  **Ancient Egypt**   * The achievements of the earliest civilizations * The River Nile * The Ancient Egyptian Legacy   **English**   * ‘Egyptian Cinderella’   **Art**  **Ancient Egypt**   * Hieroglyphics * Papyrus drawings * Architectural monuments and sculptures. | **English**   * ‘Secrets of the Sun King’ |  |
| **Year 4** | **Art**  **Ancient Greece**   * Greek Temple Architecture, * Vases, Vessels and kraters. * Sculptures, statues and paintings. * Theatrical performances, masks and costumes. | **PSHE**  **Celebrating Diversity**   * To explore what influences our assumptions of others. * To recognise differences between people such as gender, race, faith. * To recognise what they have in common with others. * To understand the importance of respecting the differences and similarities between people.   **Geography**  **Production of Chocolate**  Focus Study: Ghana | **History**  **Ancient Greece**   * Early Ancient Greek civilisations * Greek Culture * Ancient Greek Legacy | **PE**  **Dance**   * Roman Dance   **English**   * ‘Queen of Darkness’   **Art**  **Ancient Rome**   * Sculptures, paintings and mosaics. * Roman architecture * Coinage * Full statues and portrait busts. | **History**  **Ancient Rome**   * Roman Culture * Ancient Roman Legacy   DT  **Food**   * Design and make a doughbased product for an Italian feast.   **English**   * ‘Roman Invasion’ |  |
| **Year 5** | History  **Anglo-Saxons and the Scots**  **Art**  **Anglo Saxons**   * Crafting including jewellery (brooches and beads) and instruments. | **PSHE**  **Celebrating Diversity**   * To recognise that everyone should be treated equally. * To understand the importance of listening to and respecting a wide range of people. * To explore different types of discrimination. * **To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.** | **English**   * ‘Viking Boy’   History  **The Vikings and the Anglo-Saxons**  **Art**  **Vikings**   * Woodcarvings and metalwork including weaponry and ship timbers. | **English**   * ‘The Golden Horsemen of Baghdad’   History  **Islamic Civilisation**   * A non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900   **Art**  **Sculpture**  Zaha Hadid |  |  |
| **Year 6** | **English**   * ‘Kensuke’s Kingdom’ | **Art**  **Drawing**   * Elizabeth Catlett | **PSHE**  **Celebrating Diversity**   * To learn about the effect that stereotypes in the media can have on people who look different. * To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. * To explain ways in which difference can be both a source of conflict and means for celebration.   **Digital Citizenship**  DIGITAL FOOTPRINT & IDENTITY  Beyond Gender Stereotypes   * How do gender stereotypes shape our experiences online? | **History**  **Crime and Punishment**   * Changes to the British justice systems over time. (Anglo Saxon, Victorians & Modern day) | **Art**  **Watercolour Painting**   * L.S Lowry (Industrial Britain) | **Art**  **Industrial Revolution**   * Romantism * Realism * Impressionism. |