



British Values at Banks Lane Junior School

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a knowledge and understanding of the fundamental British values in order to improve their spiritual, moral, social and cultural (SMSC) development. The British values underpin what it is to be a British citizen in what is a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In British Values, these concepts are:

KEY CONCEPTS

TOLERANCE

DEMOCRACY

MUTUAL RESPECT

RULE OF LAW

INDIVIDUAL LIBERTY

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in British Values skills and disciplinary knowledge.

The promotion of fundamental British Values should enable pupils to:

Mutual respect

- Treat others as they would want to be treated themselves and respect each other's views and opinions.

Individual liberty

- Promote freedom of speech for all and understand the right to make our own choices.

Tolerance

- Learn about different faiths and cultures, listen to other viewpoints and learn about diversity.

Rule of law

- Understand rules and consequences and why they are important to develop order.

Democracy

- Make decisions together and have the right to an opinion/voice.

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge.

Reception - Year 2

Key concepts: tolerance, democracy, mutual respect, rule of law, individual liberty

- I can talk about the democratic process in Britain and how we can influence important decisions by voting.
- I can debate on things that are important to me and vote on important issues within school.
- I can show mutual respect for others, in school, at home and in the community.
- I can accept responsibility for my own decisions and behaviour and understand that this can have an effect on other people.
- I can understand the difference between right and wrong and obey school rules.
- I can show tolerance and respect for people from different cultures, faiths and beliefs.

KEY VOCABULARY: voting, elections, respect, responsibility, right, wrong, rules, laws, cultures, faiths, beliefs.

The fundamental British Values of tolerance, mutual respect, individual liberty, democracy and the rule of law are aligned with Banks Lane Infant School. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.



Year 3

Curriculum links: Ancient Greek democracy (History), Schools Linking Project, Black History Month, Music around the World,

- I can explain why it is important to use good manners, be polite and respectful to other children and adults.
- I know that everybody has rights and responsibilities.
- I understand that everybody is unique and that people have diverse skin colours, follow different religions, come from diverse cultures and some have disabilities.
- I can describe our school rules, including rewards and consequences.
- I can describe what democracy is and understand that everybody has the right to have their voices heard.

KEY VOCABULARY: religion, culture, disability, rewards, consequences.



Year 4

Curriculum links: Hinduism (RE), Black History Month, Music around the World, Anglo-Saxons (History), Romans (History).

- I understand how to show respect to somebody who is talking to me.
- I understand that I must take responsibility for my own helpful or unhelpful choices.
- I can show tolerance of people from different cultures and backgrounds.
- I can explain why it is important that we must learn to follow rules.
- I can explain how we use democracy in our school to vote for School Council representatives and Spanish Ambassadors.

KEY VOCABULARY: diversity, rights, responsibilities, inclusion, dictatorship.



Year 5

Curriculum links: Judaism (RE), Journey to Jo'burg (Reading), Vikings—law and justice (History), Children in Need project, Black History Month, Music around the World.

- I respect and listen to other people's views and opinions, even if I do not agree with them.
- I understand that everybody has the freedom to make their own decision about gender identity and sexual orientation.
- I can explain what racism and prejudice are, giving real life examples from history and current affairs.
- I know the age of criminal responsibility and I understand that there are consequences for breaking the law.
- I understand the role of the King and the Prime Minister in governing the country.

KEY VOCABULARY: anti-Semitism, Holocaust, apartheid, discrimination, laws, justice.



Year 6

Curriculum links: Islam (RE), Racism and prejudice (RE), World War 2 (History), The Boy at the Back of the Class (Reading), Black History Month, Music around the World.

- I know how to engage in a respectful debate with somebody who has different views to my own.
- I know the protected characteristics and understand that it is against the law to discriminate against anyone because of them.
- I can explain the damaging effect that racism, prejudice and hate crime can have on a group of people.
- I understand the wider and longer-lasting implications of breaking the law, such as restrictions on travel and jobs in the future.
- I understand how democracy works in British society.

KEY VOCABULARY: racism, prejudice, hate crime, Parliament, government, refugee