



# Holbrook Primary School

## British Values links

### Whole school activities with a British Values focus:

	Autumn	Spring	Summer
<b>Diversity, inclusion and safeguarding focussed weeks</b>	<b>Black History Month</b> Tolerance and Mutual Respect Individual Liberty <b>Anti-Bullying Week</b> Mutual Respect	<b>Child's Mental Health Week</b> Mutual Respect  <b>LGBTQ+ history month</b> Mutual Respect Rule of Law	
<b>Assembly focus</b>	<b>Kindness and respect</b> What's Going on in the World Weekly focus news story linked to a British Value	<b>Resilient and Empathetic</b> What's Going on in the World Weekly focus news story linked to a British Value	<b>Courageous and reflective</b> What is a democracy?

## PSHE curriculum topics linked to British Values:

### KEY STAGE 1

CYCLE 1	OBJECTIVE	British Value
Autumn 1:	<b>Who helps us keep safe?</b> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people	Rule of Law
Autumn 1:	<b>What helps us keep safe?</b> how rules and restrictions help them to keep safe	Rule of Law
Autumn 2:	<b>What is bullying? (Whole school focus)</b> <ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul> Focus of whole school topic	Mutual respect and tolerance Individual liberty
Spring 1:	<b>What is the same and different about us?</b> what they like/dislike and are good at <ul style="list-style-type: none"> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> </ul>	Individual liberty Mutual respect and tolerance

CYCLE 2	OBJECTIVE	
Autumn 1:	<b>Who is Special to Us?</b> <ul style="list-style-type: none"> <li>• how families are all different but share common features – what is the same and different about them</li> </ul>	Mutual Respect and tolerance
Autumn 2:	<b>What makes a good friend?</b> <ul style="list-style-type: none"> <li>• how people behave when they are being friendly and what makes a good friend</li> </ul>	Mutual respect and tolerance
Spring 1:	<b>How can we look after each other and the world?</b> <ul style="list-style-type: none"> <li>• the responsibilities they have in and out of the classroom</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> </ul>	Democracy Rule of Law Individual Liberty

## KEY STAGE 2 OBJECTIVES

CYCLE 1	Autumn	Spring	Summer
KS2	<p><b>What are families like?</b></p> <ul style="list-style-type: none"> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> </ul> <p><b>BRITISH VALUE:</b> Mutual respect and tolerance</p>	<p><b>How can we keep safe and manage risks in different places?</b></p> <ul style="list-style-type: none"> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> <li>• What grooming is (CCE) - Year 5</li> </ul> <p><b>BRITISH VALUES:</b> Rule of Law Individual liberty</p>	<p><b>How can we make a difference to our community and the environment?</b></p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment; the causes and impact of climate change</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> </ul> <p><b>BRITISH VALUES:</b> Rule of Law Democracy Individual Liberty</p>
Whole school topics	<p>Anti-bullying week:</p> <p><b>What is bullying (from KS1)?</b></p> <ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> </ul> <p><b>BRITISH VALUES:</b> <b>Mutual Respect and tolerance</b></p> <p>Black and LGBTQ+ history months:</p> <p><b>What makes a family?</b></p> <ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• That some characteristics are protected by law to help society be more equal and fair</li> </ul> <p><b>BRITISH VALUES:</b> <b>Mutual respect and tolerance</b> <b>Rule of Law</b></p>	<p>Child mental health week:</p> <p><b>What strengths, skills and interests do we have?</b></p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> </ul> <p><b>BRITISH VALUES:</b> Mutual Respect and tolerance</p>	

CYCLE 2	Autumn	Spring	Summer
KS2	<p><b>What makes up a person's identity?</b></p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul> <p>BRITISH VALUES: Mutual respect and tolerance Rule of Law</p>		
Whole school topics	<p><b>Anti-bullying week:</b></p> <p><b>What makes a good friend?</b></p> <ul style="list-style-type: none"> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> </ul> <p>BRITISH VALUES: Mutual respect and tolerance</p> <p><b>Black and LGBTQ+ history months:</b></p> <p><b>What makes up a person's identity?</b></p> <ul style="list-style-type: none"> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity</li> </ul> <p>BRITISH VALUES: Mutual respect and tolerance Rule of Law</p>		

CYCLE 3	Autumn	Spring	Summer
KS2	<p><b>How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> </ul> <p>That sometimes people online can target users with misinformation and extreme views and this is called radicalisation (Year 5 and 6)</p> <ul style="list-style-type: none"> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> </ul> <p>BRITISH VALUES: Rule of Law Democracy Mutual respect and tolerance</p>		<p><b>What jobs would we like?</b></p> <ul style="list-style-type: none"> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul> <p>BRITISH VALUES: Individual liberty</p>
Whole school topics	<p>Anti-bullying week:</p> <p><b>How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>• the rights that children have and why it is important to protect these</li> </ul> <p>BRITISH VALUES: Rule of law Democracy</p> <p><b>Black and LGBTQ+ history months:</b></p> <ul style="list-style-type: none"> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</li> </ul> <p>BRITISH VALUES: Rule of law Democracy</p>		

<p>Y6 curriculum</p>	<p><b>How can drugs affect health?</b></p> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> </ul> <p><b>BRITISH VALUES:</b> Rule of Law Individual liberty</p>	<p><b>How do friendships change as we grow?</b></p> <ul style="list-style-type: none"> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime <ul style="list-style-type: none"> <li>• About the need for consent and respect in intimate relationships including unacceptable practices such as FGM, the risks of sharing inappropriate images</li> <li>• What grooming is (CCE and CSE)</li> </ul> </li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> </ul> <p><b>BRITISH VALUES:</b> Rule of Law Individual liberty Mutual respect and tolerance</p>	<p><b>How can friends communicate safely?</b></p> <ul style="list-style-type: none"> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images (including sharing inappropriate nude or near nude content)</li> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> </ul> <p><b>BRITISH VALUES:</b> Rule of Law Mutual respect and tolerance</p>
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