



## Promoting MBV Across The Curriculum

### What Are Modern British Values (MBV)?

- Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.
- Rule of law can be described as all people and institutions are subject to and accountable to law that is fairly applied and enforced.
- Individual liberty suggests the free exercise of rights generally seen as outside Government control.
- Mutual respect is the proper regard for an individual's dignity, which is reciprocated.
- Tolerance can be described as a fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

### Focus British Values:

Whilst British Values are deeply embedded within school, classroom practice and our curriculum, each class will also spend time learning about specific British values.

The table below outlines the focus British Value for each class in each term. This will mean all five British Values will be covered in Lower Phase, Lower Key Stage Two and Upper Key Stage Two, enabling us to evidence of progression in knowledge and understanding.

<b>Class</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>1</b>	Monarchy	Tolerance	Mutual respect
<b>2</b>	Democracy	Individual liberty	Rule of law
<b>3</b>	Rule of law	Monarchy	Tolerance
<b>4</b>	Individual liberty	Mutual respect	Democracy
<b>5</b>	Mutual respect	Democracy	Individual liberty
<b>6</b>	Tolerance	Rule of Law	Monarchy

The flexibility in the R.E. units each class has been assigned means that, each term, every class should have approximately 2 lessons which can be used to focus on your assigned British Value.



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### Displays:

- British Values class displays in the Hall to be changed termly to reflect the focus British Value for that term.
- British Values displays in classrooms to reflect the focus value for the term and include high-quality examples of children's work/pictures.

### A Starting Point:

The following contains a range of ideas for class teachers on how to incorporate Modern British Values within lessons and how it can be evidenced. This is just a starting point: all staff are encouraged to share good practice with each other which will be added to this working document to provide a comprehensive bank of ideas for promoting Modern British Values within our curriculum.

### Ideas For Promoting/Evidencing **Democracy**:

- Formulate and agree a set of classroom rules at the beginning of each school year.
- Elect class representatives to our School Parliament.
- Have a School Parliament who contribute to school life by organising and managing whole-school events. Many of these involve raising money for charities.
- All the children's voices are heard. We regularly ask for their views.
- Discuss democracy within assemblies.
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain.
- Use of majority voting in class (e.g. for a new class text or film etc.).
- Promote an ethos where children show respect and understanding for views which are different to their own.
- Invite a local MP into school to talk to pupils.
- Discuss and model how perceived injustice can be peacefully challenged.
- Pupils are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.
- Discuss current affairs in class (e.g. Espresso News Bites, First News etc.).
- Class debates discussing important issues.
- Pupil voice (e.g. questionnaires and surveys about themes or class visits).
- Emergency service visits to school.



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- Books available in the library and book corners which promote public services.
- Black History Month activities to promote equality of opportunity both historically and in modern society.

### Ideas For Promoting/Evidencing **Rule of Law**:

- Each class discusses and sets its own rules which are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.
- Discussing and formulating a list of rights and responsibilities for pupils in each class.
- Having a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school.
- Providing opportunities for children to reflect about positive and negative behaviour during curriculum time.
- Addressing issues of law during whole-school assemblies as and when appropriate.
- Encouraging visits from external agencies to talk to the children in school.
- Exploring the difference between the law of the land (all the laws in force in a country) and religious law.
- Using our extensive reward system to acknowledge good behaviour as well as good academic work.
- Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Teaching pupils the value of and reasons behind laws (that they govern and protect us, the responsibilities that this involves and the consequences of breaking laws).
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws.
- Visits from the police and fire service to be arranged.
- Practice restorative justice in class and in school as a whole.
- Providing a range of activities for pupils where pupils can exercise personal choice (e.g. enrichment afternoons every Friday).
- Recognition of students' positive behaviour through such things as 'Star of the week' and merits in weekly school assembly.



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- Postcards/notes sent home to parents/carers to identify positive behaviour.

### Ideas For Promoting/Evidencing **Individual Liberty**:

- Pupils are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching.
- Pupils are given important roles in school, such as librarians, classroom monitors and playground monitors.
- Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school.
- Home/school agreements for all pupils are in place.
- Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during Anti-Bullying Week.
- Our curriculum promotes independent learning. Our curriculum aims to be empowering and provides many opportunities for children to exercise choice.
- Model freedom of speech through pupil participation
- Support children to develop their self-knowledge, self-esteem and self-confidence.
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- Peer and self-assessment encourages students to determine what went well and how improvements can be made in all aspects of learning
- Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices.
- Students' achievements are celebrated in assembly, displays, on our web site and the school newsletters.
- Gender and family stereotypes challenged routinely across the curriculum.
- Lessons focus on children's rights delivered across the curriculum and discussed in whole school assemblies (focus on the right to a childhood including protection from harm, the right to be educated, the right to be healthy, the right to be treated fairly and the right to be heard).



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- Providing opportunities for children to ask questions and share and debate their views and opinions.

### Ideas For Promoting/Evidencing **Mutual Respect**:

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.
- A detailed and extensive PSHE curriculum in which children are taught that behaviour has an effect upon those around them and upon their own rights.
- Opportunities for group work and discussion.
- Opportunities for children to work with a range of children, including children from different year groups.
- Promoting a calm and positive classroom atmosphere and model respect for other adults and children.
- Positive relationships encouraged and modelled (e.g. modelling respectful language and communication skills).
- The positive reward system developed to promote respect.
- Our celebration assemblies when all pupils show respect for the efforts of others.
- Activities to mark Anti-Bulling Week in each class.
- Giving responsibility to pupils (School Parliament members, team captains, WBA Ambassadors etc.).
- Participation in events organised to raise money for various charities.
- Learning to live with their peers on educational residential visits.
- In line with our commitment to democracy, pupils are always able to voice their opinions and we foster an environment where pupils feel safe to disagree with each other.
- Promote respect for individual differences.
- Challenge prejudicial or discriminatory behaviour.
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers.
- Supporting a range of charities such as 'Comic Relief', 'Children in Need', 'Sport Relief' and the local food bank.
- Reflection opportunities in Assemblies.
- Visits to a range of places of worship & visitors (ideally one per year).
- Workshops (e.g. African drumming).



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### Ideas For Promoting/Evidencing Tolerance:

- The stated aims and values of the school.
- The PSHE curriculum.
- The R.E. curriculum which provides a broad and balanced education on a range of faiths, religions and cultures.
- The Modern Foreign Languages (MFL) curriculum focusing on the way of life in other countries.
- Workshops (e.g. African drumming, Samba etc.)
- Educational visits to places of religious worship. These have included Singers Hill Synagogue, St Philips Church and the local Gudwara.
- The school's equal opportunities policy.
- Class and whole school assemblies.
- Festival study and celebration (e.g. Diwali, Harvest, Christmas, Eid etc.)
- A multi-cultural theme week where visitors from around the world are invited to come to school to work with the children.
- Work on prejudice-based bullying during Anti-Bullying Week.
- Using world events as opportunities to positively reinforce life and culture in other countries (e.g. the football World Cup, the Olympics etc.).
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.
- Pupils are actively encouraged to share their faith and beliefs within the school.
- Classroom displays (world map) to celebrate cultural diversity within each class.
- Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education; Students learn about different religions, their beliefs, places of worship and festivals; Students' work is often displayed in the classroom and within the school environment.