



British Values and Universal Values

The fundamental British Values that we promote are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

There are many ways that children are already being supported to live these values, for example, through the ethos of the classroom, relationships and the content of our curriculum. There are also many things that happen across the school through assemblies, school council, visit, visitors, and most importantly through the culture and ethos that our school creates. We expect that our children accept and engage with these values and develop and demonstrate skills and attitudes that allow them to participate fully in, and contribute positively to, life in modern Britain. We equip our children to be thoughtful, caring and active citizens in school and in wider society. Our school creates opportunities for pupils to use social skills within the classroom or on educational visits and to work and socialise with other pupils from different religious, ethnic and socio economic backgrounds. We build our pupils resilience and allow them to debate controversial issued so that they can help and can influence and participate in decision making.

Democracy

The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so democracy can be thought of as "power of the people": a way of governing which depends on the will of the people.

Reception and Key Stage 1 Lesson Plans: Democracy		
British Value: Democracy		Lesson 1: We all have a voice
<u>Learning Objective</u>	<u>Input and Activity</u>	<u>Plenary</u>
<p>I can express and justify my opinion I know mine and others' views count I can understand the importance of teamwork I can make choices and begin to understand and respect the democratic process</p>	<p>To develop and understanding of what democracy means, the children will need to be given opportunities in class to feel their views are heard and valued and that they can make choices / are involved in decisions; with younger children this might be the choice of book/ game. Intro: Pass a smile around the circle</p> <p>Introduce: 2 puppets, one with all the things they need to be able to carry out the lesson in a day – white board, pen etc.... The other with nothing. Is this fair? How do you think the puppet feels? What would you do? What might happen next? (Children to talk to partner before sharing with group)</p> <p>Why would it be kinder to share? How might the puppets feel then?</p> <p>Explain to the children the importance of being able to work together and talk about problems and how we try to make things fair by allowing everyone the right to have a voice. What could we agree on as a rule for the classroom so that we treat each other fairly.</p>	<p>Look at the four school rules and compare them with the rules the children thought of.</p>

	Each group come up with some ideas and then vote on one to include on the final list to make it democratic.	
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British Value: Democracy		Lesson 2: Making it Fair	
Learning Objective	Input and Activity		Plenary
<p>I can express and justify my opinion</p> <p>I know mine and others' views count</p> <p>I can understand the importance of teamwork</p> <p>I can make choices and begin to understand and respect the democratic process</p>	<p>Circle intro: pass round an egg very carefully</p> <p>Introduce story – Read Farmer Duck. (hard working, loyal duck and a very lazy farmer) The cow, the sheep and hen are all friends with the duck and they can see that it is not fair. They make a plan together. The children need to think about what the animals are saying. What did the duck mean etc.... In the end the animals all set to work together on their farm. Combined, agreed action makes it fair.</p> <p>How do you think the duck feels having to do all the work? Do you think the farmer is being fair to the duck? Why did the duck's friends get involved? What does the duck mean when it says 'Quack' Why doesn't the farmer help? What would you do if something wasn't unfair?</p> <p>Return to the story and stop at key points (hot seating) hold the relevant animal to speak for it; what could each of the animals have said?</p>		<p>Walking debate:</p> <p>Read out statements about the Farmer Duck characters . story and the children have to walk to one of the space / the opposite side or somewhere in the middle to show if they agree.</p> <p>E.g,</p> <p>Friends are important</p> <p>Being a friend means doing what my friend wants to do</p> <p>The duck didn't need the other animals</p> <p>Things were ok in the end because the animals listened to each other and worked together</p>

Learning Objective	Input and Activity	Plenary
<p>I can express and justify my opinion</p> <p>I know mine and others' views count</p> <p>I can understand the importance of teamwork</p> <p>I can make choices and begin to understand and respect the democratic process</p>	<p>Circle intro: Pass a clap around the circle, 2 claps to change direction.</p> <p>You will need a large box and the book <i>This is Our House</i> – Michael Rosen (George has a house made from a big cardboard box and he says that no one else can come in – but the other children disagree: the story demonstrates power of the individual in combined action for a fairer outcome)</p> <p>Before reading the story to the children: Set up a large box like the one in the book or create a play area. Who should be allowed to play here? Why?</p> <p>During reading: After each exclusion, ask: Is George being fair? How do you think the child who couldn't play felt? What should the children do? Why doesn't George want the children to come in?</p> <p>After reading: How did the children teach George to be fair? What else could they have done? What could you do if this happened to you? Do you think George will play fairly next time? Is it fair to tell someone they can't play? What rules should we have for our box?</p> <p>Group discussion: Only I can play in this house Working in groups of 4 support the children in thinking about how to decide fairly who will be the character in the box. Discuss what could happen with our box if someone didn't want to share it. How could we work together to help make it fair?</p>	<p>Play the hula hoop game Everyone stands in a circle holding hands. Two people break hands and put their hands through a hula hoop and rejoin hands again. The hoop must be passed the whole way around the circle without breaking hands.</p> <p>Try to improve on the time taken.</p> <p>Explain it is about making sure we all cooperate in our class, our school and in our country and it feels great when we work together.</p>

Lower Key Stage Two: Democracy

British Value: Democracy and Rule of Law

Lesson 1: Democracy for all

Learning Objective

Input and Activity

Plenary

I can start to understand the terms of democracy and rule of law and why they are important.

Show the children the image below without the text (Image from We are all born free book, amnesty)



Everyone has the right to be protected by the law.

Tell the children that this image means something and while calm music is playing ask them to write down what they think the picture means using post it notes on the table which are then to be stuck on a large piece of paper.

Come together and read a few of their ideas. Come together and watch the video “The Universal Declaration of Human Rights’ (Please watch before teaching and maybe pick out some of the bits dependent on your class)

<https://www.youtube.com/watch?v=5RR4VXNX3jA>

Take thoughts about what they have just watched.

Time to reflect on if you would like to be a school councillor.

	<p>Show the sunflower image again. If this image is linked to what we have just watched what do you think the meaning could be now? Talk about different groups of people we can see. Everyone is different but the sunflowers are virtually the same.</p> <p>Then add in the text.</p> <p>Again on post it notes – what does it mean – everyone has to follow laws (including all of us, the Queen, Government, Police)</p> <p>Examples of laws – Can children explain why they are important and what would happen if we all broke the law?</p> <p>Draw links between laws and school rules devised by children , e.g. safety / speed limits or achievement / attendance at school.</p> <p>Talk to the children about who makes laws and discuss parliament.</p> <p>So with all this in mind tell the children that I have taken it upon myself to pick the school councillors and say who you have chosen with reasons. Is everyone happy with this? Invite feedback. Encourage children to explain their reasoning and draw out the word democracy. Talk about what you think your school councillor should be like? What attributes do they need to have? Use children’s ideas to create a word bank of desirable outcomes for use in the next session.</p>	
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British Value: Democracy and Rule of Law		Lesson 2: Democracy for all
Learning Objective	Input and Activity	Plenary
<p>I can write a short speech about my attributes to lead a democracy</p> <p>I can take part in a fair vote</p>	<p>Recap on the previous session by showing the words that the children thought would make for a good councillor / class representative. They should now be given the opportunity to make a short speech to the rest of the class explaining why they would like to be on the school council. If they don't want to be on the school council they should work with someone that does to help them.</p> <p>Writing task: Use emotive language, use a selection of attributes that you consider yourself to possess, to write a short speech about why you should be chosen to represent the rest of the class in the school council. Think very carefully about what makes for a good democracy, and how you will be fair for all. Make your sentences powerful, so that when you read your speech aloud it inspires people and fills them with confidence about your abilities to represent them justly.</p> <p>Before voting share a timeline of reforms in the voting process, discuss – should we let everyone vote? Should it be in secret?</p>	<p>Once the speeches have been listened to take a vote.</p>

British Value: Democracy		Lesson 3: Campaign to support the crayons
Learning Objective	Input and Activity	Plenary
I can explore way we can express our opinions and campaign for democratic change	<p>Show your class a box of crayons – some broken, some stubby, some whole and some with wrappers taken off. Ask the children to talk in pairs or groups about why the crayons look like this. What has happened to the crayons to make them this way? Why are some crayons much shorter than others?</p> <p>Look at the front and back covers of 'The day the crayons quit' Recap on what the story is about – as they have done work on this book in FS and KS1. If they can't remember what do they think it will be about and how can they tell this from the book. It is a really good story for showing opinions being expressed, decisions being made and arguments being portrayed. Even crayons deserve a vote!</p> <p>Read the story to the class, possibly with each letter in an envelope, addressed to Duncan. After each letter think about how that crayon is feeling, compiling a list of colours and their feelings for all the class to see.</p>	Sum up by recapping on what campaigning is.

	<p>We are going to hold a campaign to support the crayons. Discuss what a campaign is and how it is a way for groups of people with the same beliefs to try and drive an opinion for what they think should happen. Get the children into small groups, giving each one a different colour to further explore the letter of, considering: how the crayon has been used, how it feels and how it's persuading Duncan. De detectives of persuasion, making notes of key words and use of formatting in the letter (capital, underlining). Each group needs to make a sign and prepare a speech and a catchy slogan to explain what needs to change about their particular colours treatment. It is their chance to get their opinion heard; their chance to gain momentum in their campaign for the crayons' rights.</p> <ol style="list-style-type: none"> 1. Think of a catchy slogan / chant / rhyme 2. Use bold, legible colours on the sign so that it can be seen at a distance 3. Write then practice a very short speech that lasts no more than one minute. 	
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British Value: Democracy		Lesson 4: Campaign to support the crayons	
<u>Learning Objective</u>	<u>Input and Activity</u>		<u>Plenary</u>
I can take part in a Q and A and a debate, representing a different character and delivering their desires powerfully through argument, persuasion, fact and opinion	This lesson carries on the campaign to support the crayons. They need to go back into their colour groups from the previous session. The children are going to read the letters aloud. The need to read the letter emotively and clearly, working as a team so that every sentence is as powerful as the next. After the letters have been read the other groups ask questions about what they have read. This is a chance to further		Sum up the session by talking about opinions and standing up for what you believe in.

	<p>their campaign in getting their opinions heard and their desires granted.</p> <p>Have a head to head discussion between two colours. For example ask the question ‘Yellow is the true colour of the sun: Discuss.’</p> <p>Possible debates:</p> <p>I feel most sorry for the blue crayon. Discuss.</p> <p>I would most like to cheer the Beige crayon up. Do you agree?</p> <p>Duncan is right, pink is just for girls.</p> <p>The green crayon seems to be the angriest. This must mean he is the most important.</p>	
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Upper Key Stage Two: Democracy		
British Value: Democracy and Rule of Law		Lesson 1: Democracy for all
Learning Objective	Input and Activity	Plenary
<p>I can start to understand the term democracy and why it matters.</p>	<p>Write the word DEMOCRACY on the board. What does it mean? Talk partners then write on post it notes as a group. Then magpie some ideas then take feedback.</p> <p><i>The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so democracy can be thought of as "power of the people": a way of governing which depends on the will of the people.</i></p> <p>Explain that we live in a democracy but not all countries are democracies.</p>	<p>Give each child a post it note and ask them to write on it what they now understand by democracy. Create a class poster and display in the classroom.</p> <p>Democracy is.....</p>

	<p>Draw out that everyone of 18 years old who is a british citizen has a vote and the overall winner from the votes becomes the elected government to make decisions and laws for the country and everyone has to follow laws (including all of us, the Queen, Government, Police)</p> <p>Group work – examples of laws.</p> <p>Can the children explain why they are important and what our country would be like and what would happen if we all broke the law? Draw links between laws and schools, e.g. safety / speed limits on roads, not running in school / attendance at school. Draw links between democracy and voting for a government / local council and democracy in voting for school council. Manifesto written. Campaign. Vote. Responsibility for carrying out promises.</p> <p>Voting activity. Stand up and sit down to vote. Recap that we need to know people’s opinions in order to provide what is wanted and voting is a way of doing this.</p> <p>Ask all the children to stand before each vote.</p> <p><i>Stay standing if your favourite sport is cricket</i></p> <p><i>Stay standing if you would like an extra hour of art each week in school.</i></p> <p><i>Stay standing if you would like fruit in KS2 like they have in KS1.</i></p> <p><i>Stay standing if you are left handed and use left handed scissors.</i></p> <p>Count votes each time. Tick or cross on the board. Talk about often providing for the majority.</p>	
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	<p>Explain the results of this vote were it to happen and that this is a majority vote – no debate. How does it feel if you don't get your choice? What if you are left handed and there are no left handed scissors due to the majority only needing right handed ones. How hard would that be? Talk about the importance of the right question.</p> <p>What should we vote on? Now vote on scissors but re word the question <i>Stay standing if you think we should have left handed scissors in school.</i></p> <p>What about secret ballots. Why might they matter. Discuss – again – partners, groups. How does or did it feel to have a different opinion to your friend. Would it have been easier if the vote was in secret.</p> <p>Has anyone been to a vote. How does it work. Explain about polling booths and even get the one out that we have. Explain every person has the right to individual liberty (to have their own opinion and vote however they want to follow their own conscience) and once we have voted then we all have to follow the rule of law.</p> <p>And because we have respect for diversity we create laws that care for different people's needs just as we did with the left handed scissors – we don't just think about ourselves.</p>	
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Upper Key Stage Two: Democracy	
British Value: Democracy and Rule of Law	Lesson 2: Democracy for all

<u>Learning Objective</u>	<u>Input and Activity</u>	<u>Plenary</u>
<p>I can write a short speech about ideas to improve life.</p> <p>I can take part in a fair vote.</p>	<p>Recap on what democracy is and voting.</p> <p>Activity – If I were Prime Minister</p> <p>In small groups write a list of 3 things you would do to make Britain or your home town or local area a better place. Prepare a mini speech to present to share ideas with the rest of the class.</p> <p>Allow time to discuss ideas and rehearse speeches.</p> <p><i>Success Criteria</i></p> <ol style="list-style-type: none"> 1. <i>A short powerful written speech</i> 2. <i>Emotive language that inspires and fills with confidence</i> 3. <i>Content about being democratic and fair to all</i> 4. <i>Speak confidently</i> <p>Children present speeches. Rest of the class is in the role as the audience. Create a podium for the speakers. Take one question per speech.</p> <p>They are going to vote on the best speech.</p> <p>What is the best way of carrying out this vote in a democratic way? (Children to think about all the things they have been taught about democracy)</p>	<p>Show how we have developed over time in the UK by showing the children a time line of voting in the UK.</p>