



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 issues so that they can help and can influence and participate in decision making.

Individual Liberty

Individual liberty means each of us having the freedom to make our own choices and do what we want – within reason.

Reception and Key Stage One: Individual Liberty		
British Value: Individual Liberty		Lesson 1: How do we feel?
<u>Learning Objective</u>	<u>Input and Activity</u>	<u>Plenary</u>
<p>I am developing an awareness of my own needs, views and feelings.</p> <p>I can talk about how I feel.</p> <p>I can be sensitive to and respect the feelings of others.</p>	<p>Circle game warm up: Complete a feelings circle with the children about how they feel and why.</p> <p>Explain that today we're going to talk about how we feel. What words do we know to describe feelings?</p> <p>Write down all the ones that the children can think of. Then share the story; the great big book of feelings. To show what these feelings look like – share the 'Feelings ppt/ pictures'.</p> <p>Children to snap to a partner 'A and B.' The teacher to say a feeling and the children to turn to their partner and to express this feeling/ emotion on their face. Children to describe the changes in their partners face – eyes wider/ eyebrows raised etc. Do you notice any other changes in your body when you feel different emotions?</p> <p>When do you feel these emotions? Share experiences.</p> <p>Stick some of the feelings pictures up around the classroom. Then give the children some different scenarios and ask them to travel to the</p>	<p>Show children the flashcards, and ask the children when they might feel that feeling/ emotion.</p>

	<p>feeling/ emotion that they would feel in this situation; how they feel in the dark; how they feel when it's time to go to school; at a party etc.</p> <p><u>KS1</u> Children to work in Talk Groups and to be given an emotion or feeling. Children then to draw a picture of themselves feeling that emotion, as an extra challenge children could write an explanation for that feeling.</p>	
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British Value: Individual Liberty		Lesson 2: Only one you	
Learning Objective	Input and Activity		Plenary
<p>I am developing an awareness of my own needs, views and feelings.</p> <p>I can talk about how I feel.</p> <p>I can be sensitive to and respect the feelings of others.</p> <p>I can make decisions.</p>	<p>Circle intro take turns to call someone's name and swap seats, continue until everyone's name has been called.</p> <p>Do you feel comfortable sitting here? Everyone has an equal say, everyone can see and hear, no one is standing out. What does it mean – to stand out? How can people stand out in a good way in the classroom? At home?</p> <p>Taking turns, good listening, helping parents at home and sharing etc. When have you done something special to stand out from the crowd? Link to previous lesson and ask 'How did it make you feel?'</p> <p>Also ask, when it might not be a good idea to follow the crowd? (when the crowd is making bad choices or misbehaving, etc)</p> <p><u>Only FS</u> Then share the story – Only One You. Children to talk about how Adri could live a happy life; try your best, don't give up etc. Children could decorate a fish and then an adult could scribe the advice each child would give Adri.</p>		<p>Play true or false read out a series of statements;</p> <p>'I would stand out in a good way if...'</p> <p>'I help wash the pots at home.'</p> <p>'I don't share my toys.'</p> <p>'I don't take turns on a slide.'</p> <p>' I listen to my teacher.'</p>

	<p><u>KS1</u></p> <p>To share the story – Tin Forest – Year 2 could make links to the story Amazing Grace (recommended Read). Explain how the character wants to achieve their dream.</p> <p>Ask the children to work in Talk Groups to discuss what their dream is, and then to record their dream.</p>	
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British Value: Individual Liberty		Lesson 3: My Many Coloured Day	
Learning Objective	Input and Activity		Plenary
<p>I am developing an awareness of my own needs, views and feelings.</p> <p>I can talk about how I feel.</p> <p>I can be sensitive to and respect the feelings of others.</p> <p>I can make decisions.</p>	<p>Recap lesson one and talk about different feelings, look at the ppt or flashcards to remind children.</p> <p>Today we are going to think about colours and how sometimes these link to feelings. Hold up a colour e.g. red – what feeling could this be give them the option of happy, sad or angry.</p> <p>Place different colours around the classroom and share different feelings/ emotions and ask the children to stand next to a colour to represent his colour.</p> <p><u>FS Only</u>- Share the story: The Colour Monster – a familiar text.</p> <p>Children to create a colour monster painting to express how they feel using a colour/s.</p> <p><u>KS1</u></p>		<p>Why do everyone's pictures look different?</p>

	<p>Share the story: My Many Coloured Days. Preload and read this a few times before the lesson if possible.</p> <p>Complete the figure outline to represent one of the moods with a colour. Also focus on representing moods with different lines; zig zag for angry etc. Explain that each person might have a different representation of feelings.</p> <p>Everyone can then decide on an emotion or feeling which they will express using various colours, lines, textures or shapes. Think about the background which shows your changing emotions every day. Can children explain how they get from one colour to another?</p> <p>You could play different styles of music to link to feelings etc. An extra challenge children might want to write a poem about colours linked to emotions/ feelings.</p>	
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Lower Key Stage Two: Individual Liberty		
British Value: Individual Liberty		Lesson 1: Plan to be good
Learning Objective	Input and Activity	Plenary
I can write a letter in role as the dinosaur, promising proper order and character reformation.	Show the children the image below without the text (Image from We are all born free book, amnesty)	Hotseat some children to be townspeople. Other children read their apologies to them. The children decide whether or



Have a look at the image of the dinosaur. What has happened? What rules has the dinosaur potentially broken and how? What kind of character would do this on purpose?

Discuss that while everyone has a right to be who they are (individual liberty), they need to take into account the affect that this will have on other people and things around them while doing so; while we have the right to be who we want, celebrating our differences, we also need to make sure that we all follow the same rules so that we can all live in harmony together. By that, it means this dinosaur may have been hungry, and he might have wanted to get across town quickly, but in doing so, he needed to obey the proper rules of the town so that everyone remained safe and happy.

You could read the book; Evil weasel. Whilst the book is not explicitly about laws and individual liberty, it does show a bad character making up his own rules in life and behaving however he likes. We then see him realising the affect this has had on his 'friends', so he works hard to

not proper order and the rule of law has been promised, as well as spotting the positive character traits of the reformed dinosaur.

become a reformed character – making himself and everyone else happy.

Looking back at the dinosaur, we can see that he regrets not following the rules. ‘Oops’ is the sign. Display various people from the town that have been affected by the dinosaur not following proper order, with a thought bubble explaining how they are feeling and why. In role as the dinosaur, children are to choose one of these townspeople to make amends with. He will write a letter to them, explaining his bad trait that caused this to happen, what he will do in future to avoid this happening again, and how he will make the chosen person feel happy again.

1. Choose a townspeople.
2. Start the letter with an apology and your reasoning as to how it happened.
3. Sympathise with the person and explain how you will make them happy again.
4. How will you prevent this from happening again – how are you reforming as a character.
5. Read the letter to check it makes sense and shows remorse for not following proper order and keeping rules.

British Value: Individual Liberty		Lesson 2: Encouraging Difference
Learning Objective	Input and Activity	Plenary
<p>I can use encouragement when respecting everyone's differences.</p>	<p>Share the story; Giraffe's Can't Dance. Ask the children if someone has ever helped them to learn how to do something new. How did they feel when they could not do what everyone else was doing? How did they feel once they learned how to do it?</p> <p>What did Gerald have to do in order to become a dancer? Is it important that everyone is able to do the same thing well? Ask the class why they think the author wrote this story. What did he want children to learn from Gerald's experience?</p> <p>Put on some gentle music and encourage your students to listen to the sounds and move with the music. Use some of the movement words from the text and ask the children to sway, shuffle, skip, prance etc. During the dancing, be sure to extend kind words of ENCOURAGEMENT to each and every child, recognising their unique differences and acceptance. Describe the smiles and positive attitudes you see on student faces when they are being encouraged. Hopefully some children will start saying positive things to each other too. At the end, have children describe how they felt – dancing in their own way and hearing kind words. Remind them that kind, encouraging words feel good – when you receive them and when you give them to someone else.</p> <p>Play the circle game I like...Each person starting with an adult says something they like doing and shows an action to represent e.g. I like playing football and kicks an imaginary ball. Then go around the circle</p>	<p>Show a jazzed up jar. Place it somewhere in the classroom. This is become our 'encourage others' jar. When I hear someone encouraging someone else, I am going to write their name and what was said, and place it in the jar.</p>

	<p>again but this time no-one says their own so we say another person's name and the action.</p> <p>This is an excellent game for engaging with everyone's name and individual difference.</p>	
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British Value: Individual Liberty and respect for diversity		Lesson 3: Encouraging difference (Happy Feet)
Learning Objective	Input and Activity	Plenary
<p>I can celebrate the uniqueness of each individual and the power of being different.</p> <p>I can contribute to a class belonging quilt, celebrating our differences.</p>	<p>Emperor penguins are born to sing. All except young Mumble – no matter how hard he tries, he can't sing a single note. In a world where every penguin attracts their soul mate through their special heart – song, he cannot ever truly belong. The teacher even laughs at him, and writes him off. Watch the clip below:</p> <p>Happy Feet - Glorias Heart Song (Day at School) - YouTube</p> <p>How have penguins all reacted, and why? How do you think Mumble will feel? If you were there, what would you have done/ said?</p> <p>Explain how the character Mumble is cast away from the rest of the group and ends up in a zoo. He shows the humans his happy, tappy dancing feet. Watch the clip below:</p>	<p>Each child explains and shows their part of the patchwork, using thread/ wool to tie it up next another person's.</p> <p>It should end with a patchwork quilt of how we all belong, despite all being different.</p>

[Happy Feet - Mumble in the zoo \(youtube.com\)](#)

How does Mumble change from the beginning of the clip to the end?
How do you think Mumble is feeling?

Watch the final scene from the movie below:

[Happy Feet \(10/10\) Movie CLIP - Dancing for the Aliens \(2006\) HD \(youtube.com\)](#)

Mumble saves the whole family of penguins by showing them all how to dance. The penguins all survive – all thanks to Mumble being himself and making a difference.

Happy Feet provides the opportunity to explore how preconceived ideas relating to individual or group identity and acceptable behaviour can lead to prejudice based bullying within school and the wider community. Mumble's story provides a chance to consider some of the factors that can contribute to social exclusion and non-acceptance as a consequence of prejudicial thinking and stereotyping.

The film also offers the possibility to celebrate uniqueness of each individual and the power of being different. Thinking about how Mumble was treated by the Elder penguin, was this fair? Why was he treated badly? Should his mother, father and friends have stuck up for him? Why didn't they? How would you stop people from being unkind to each other?

We are going to create a belonging patchwork quilt in the classroom, celebrating and encouraging the differences of its members. Give each child a square of thick card with holes pre punched. They are going to draw a portrait of themselves, decorating around it with words that show how they belong and what makes them special.

	<ol style="list-style-type: none"> 1. Draw a portrait of yourself. 2. Write some adjectives around it to describe your personality: what makes you special? How do you belong? 	
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British Value: Individual Liberty		Lesson 1: Free to be me
Learning Objective	Input and Activity	Plenary
<p>I can explore ways I am free to be me.</p> <p>I understand ways to help others to be free to be themselves.</p>	<p>Introduce the idea of being – FREE TO BE ME -what does this mean? Talk about how we are all different, have individual personalities, things that we prefer and that this is important. Explain that laws in many countries including Britain protect our rights to be individuals and that is also important that we practice supporting each other to be who we are.</p> <p>We are going to make our own mini- books which inside have things about ourselves that people couldn't know from just looking at us; things that make me who I am.</p> <p>The first thing you need to do is make the front and back covers by covering cardboard with material. Taking time over choosing the material is at the heart of this lesson as it reminds children that they will have different preferences and that this is something to enjoy.</p> <p>Then attach the materials to the cardboard to create the front and back cover of your mini-book.</p>	<p>Explain to group/ class why they have chosen their material.</p> <p>Homework option: Find out about your name and the meaning of your name etc.</p>

British Value: Individual Liberty		Lesson 2: Free to be me
Learning Objective	Input and Activity	Plenary
I can value and respect everyone's individual name.	<p>Give children an opportunity on Ipads to find out the meaning of their name etc using the following website; Baby Names and Meanings at BabyNames.com</p> <p>Children to share what they found out about their name in Talk groups. Our name will be the first thing that we will include in our mini-book. Provide children with pages for their mini-book. Then on a whiteboard for children to write down their name and a sentence that they want to say about their name.</p> <ol style="list-style-type: none"> 1. Sketch your name – think about how you want it to look. 2. Then use a black pen to outline your name. 3. Paint your background and name in a light colour. 4. Carefully paint the letters of your name. 5. While it is drying write the sentence about your name in your book. 	Children find someone from another Talk group to share what they found out about their name.

British Value: Individual Liberty		Lesson 3: Free to be me
Learning Objective	Input and Activity	Plenary
I can choose words to describe my individual personality.	<p>Talk about how we are all unique and we all have different fingerprints - even identical twins. Show a picture of fingerprints.</p> <p>We are all unique in our personalities – today we are going to think about what makes us us!</p>	Sit in a circle and each child says one word that describes their personality.

	<p>Give out the 'personality word' sheet and in Talk groups children to discuss what each word means.</p> <p>Ask the children to select 3 or 4 words that best describe them – and they must be honest!</p> <p>Draw the words on the next pages of your mini- book. Then colour them in using felt tips.</p>	<p>Homework option; Interview two people of your choice either at school or home, about their hopes and dreams for themselves and for the world.</p>
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British Value: Individual Liberty		Lesson 4: Free to be me	
Learning Objective	Input and Activity		Plenary
<p>I can consider hopes and dreams we all have.</p>	<p>Talk about the optional homework from the previous lesson . Allow children to share with their Talk groups (their hopes and dreams, who they interviewed, what they said).</p> <p>Explain this is the last section of our mini book – we will include our hopes and dreams.</p> <p>Write hope and dreams for yourself and for the world. Then for children to sketch pictures of their hopes and dreams on the next page of their mini-book.</p> <p>Talk about how hopes and dreams are precious to people.</p>		<p>Allow children to walk around the classroom viewing each other's mini-books.</p> <p>Did you find out anything about anyone that was surprising/ interesting.</p>

Upper Key Stage Two: Individual Liberty

British Value: Individual Liberty

Lesson 1: Individual Liberty

Learning Objective

Input and Activity

Plenary

I can explore the right to live in freedom and individual liberty.

Watch the We Are All Born Free video; [Everybody - We are all born free \(youtube.com\)](https://www.youtube.com/watch?v=6Uj11111111). Discuss from the video – why was the declaration of human rights written and when? Who wrote it? Can you remember and name some of the articles/ rules? Did you know about these freedoms? Which of these freedoms matter to you?



Look briefly at the picture of Freedom Park in 'We Are All Born Free.' What has the illustrator drawn? What message does the illustrator want us to understand?

Ask the children what they have learned from the image?

Do we see individual liberty everywhere in the world?

Ask the children to describe something they can see and what message this picture gives us. E.g. 'I can see a nurse putting a plaster on a child's knee. The message is that we all need help to get better if we get hurt or ill.'

Sentence starters: I can see... The message is.../ This tells us that...

In Talk groups give children a large sheet of paper, felt tips and a copy of 'Freedom Park' image and ask them to list what they can see and what it tells them about rights and freedoms.

Gather ideas as a mini plenary. If the following haven't come up its worth drawing out an understanding from these images.

- What is the child doing who is standing on a box? Symbolises freedom of speech. Tell the children that in Hyde Park Corner in London – all have right to stand on a box and speak about something we believe in – and that this right to freedom of speech is an important part of living in a democracy. You could explain that there are limits to our freedoms because there are rules about not saying anything unkind or insulting to groups of people.
- Who is the statue of? Nelson Mandela. Why is he in Freedom Park? Explain how he worked all of his life for freedom for all people in South Africa.
- What does the bush in the shape of a dove symbolise? Peace. What is the child with the watering can doing?
- What do you think about the child outside the railings? What should happen for this child? Why is it not happening? Who should do something?

Learning Objective

I can explore ways I can support other people's right to live in freedom and individual liberty.

Input and Activity

Revisit and rewatch the We Are All Born Free video; [Everybody - We are all born free \(youtube.com\)](https://www.youtube.com/watch?v=...).



Look again at the picture of Freedom Park in 'We Are All Born Free. Today focus on the child watering the dove shaped bush.

**Plenary**

Give everyone a sticker and ask them to write a pledge of something they will personally commit to doing to increase peace.

	<p>Ask the children what the image represents? A child watering peace. Ask the children what happens to a plant if they don't get enough water?</p> <p>Explain this is an image of an idea. Discuss what watering peace so that is can grow could look like. E.g. Being kind to someone new, saying sorry for being unkind, giving money to charity that helps people who are in need. Give children the image of the child watering peace and ask them to list 5 ways they think they could water peace.</p> <p>Discuss what growing peace would look like on our school playground.</p> <p>Draw a picture of how you would like our school playground to look with everyone feeling safe and included. Think about the diverse nature of school/ the world and include different people in your picture.</p> <p>You could use watercolours and shade positive actions golden and negative actions blue. Include different faiths and beliefs and how we should treat one another.</p>	
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British Value: Individual Liberty		Lesson 3: Individual Liberty (Staying free and avoiding peer pressure)
Learning Objective	Input and Activity	Plenary
I can explore the idea that we need to allow other people to have liberty.	Revisit and rewatch the We Are All Born Free video; Everybody - We are all born free (youtube.com) .	Watch the Digital Disruption bandwagon clip again. Ask children to reflect and think

I understand that individual liberty has to be within the rules.



about choices they make.

Look again at the picture of Freedom Park in 'We Are All Born Free. Explain how we are all free to do what we want but this has to be within the law. List what it would be like in the park if everyone just did one thing/ what would stop if no-one cared? E.g. the nurse helping someone else, the child being invited into the park. Everyone in the park looks happy and relaxed about being different. What would change if someone arrived who criticised or laughed at the children?

We all have the right to individual liberty, but we can feel pressured by other people to be the same as others, to conform and fit in. Watch the following clip:

[Propaganda technique: Bandwagon - YouTube](#)

Discussion

- What happens to the pink blob over time in the clip? (He changed himself to be like everyone else). Why might he have done this?

	<ul style="list-style-type: none"> • Have you ever done something you wish hadn't or gone along with the crowd because someone else wanted you to? • Do we set each other free to be different? <p>Game Change places if... form a circle including all adults in the room. Make statements in the positive - change places if you like pizza, like reading, support Liverpool... As you play the game mention our individual liberty to have different foods; support different teams; prefer different hobbies.</p>	
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British Value: Individual Liberty		Lesson 4: Individual Liberty (Exploring Human Rights)	
Learning Objective	Input and Activity		Plenary
I can explore the UN Children's Rights.	<p>Explain that this lesson we are going to look at the liberties we have as people. Tell the children that these liberties and freedom are protected by the law. Look at images from the 'We are all born free' book from Amnesty. Use the provided sheet of UN Children's Human rights and freedoms as written in the book We are all born free book for children to read in pairs.</p> <p>For example:</p> <ul style="list-style-type: none"> • We all have the right to believe whatever we like, to have a religion and change it if we wish. • We all have the right to make up our own minds, to think what we like, to say what we think, and to share our thoughts with other people. • We all have the right to belong to a country. • We all have the right to rest from work and relax. • We all have the right to a good life. 		<p>Show the final picture in the book of 2 children carrying a box labelled fragile across a landscape to a far distant tower. Explain this represents the fact that making sure everyone is treated well in the world is a long journey that needs everyone to take care of their part.</p>

- We all have the right to medical help when we are ill. Music, art, craft and sport are for everyone to enjoy.
- We all have the right to education and to finish Primary school which should be free.
- We all have the right to take part in the government of our country. Every grown up should be allowed to choose their leaders.
- There must be proper order so we can all enjoy rights and freedoms in our own country all over the world.

Hold a class debate about which Human right they think is especially important so that if they had a lot of money they would invest in this right. You could use a spectrum line to debate this. For example, stand at one end of the classroom if you would invest in education. Stand at the other end if you would invest in healthcare. Agree why as a group and share. Ask children if they would like to change their mind? Emphasise its ok to change our minds.

In Talk groups ask children to cut and stick the UN Children's Human Rights. Ask children to stick them in order of importance to them as an individual. Write underneath their reasons for choosing this order.

Possible RP Activity:

Ask children to illustrate in mind map style Human Rights in action. E.g. a nurse helping a patient, a teacher teaching, a person resting, someone playing an instrument. Ask children to label each one using their list. The purpose of this is to give time for children to engage with the meaning of these incredible freedoms and how we need to support one another.