



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.

Mutual Respect, Tolerance and Diversity

Mutual Respect – treating other people with dignity and recognising their value

Tolerance – when we allow, permit, or accept an action, idea, object or person that one dislikes or disagrees with.

Diversity – the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders etc....

| Reception and Key Stage 1 Lesson Plans: Mutual Respect, Tolerance and Diversity | | |
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| British Value: Mutual Respect and Tolerance | | Lesson 1: Everyone is special |
| <u>Learning Objective</u> | <u>Input and Activity</u> | <u>Plenary</u> |
| <p>I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc...</p> <p>I know that people have things in common but everyone is unique.</p> <p>I can identify and respect the similarities and differences between people.</p> | <p>Everyone walks around the room – say a number, form a group (make sure some children are left out each time) Do this a few times and then talk about how it feels to be left out? Did you try and find a friend or did you use the nearest person? Why?</p> <p>We have the ability to include and exclude – make people happy or unhappy.</p> <p>Difference can cause people to be excluded.</p> <p>Read the story – Willy and Hugh by Anthony Browne. What was the same and what was different about Willy and Hugh. Draw up two lists.</p> <p>We don't have to be same to be friends and that our differences may compliment each other. We are all special and unique and bring different qualities to friendship. Sit with a partner – what is the same and what is different?</p> <p>Year 2 may be able to think about what they value in a friend.</p> | <p>Pick two characters out of a book you have been reading and talk about the differences and similarities.</p> |

British Value: Mutual Respect and Tolerance

Lesson 2: Everyone is special

Learning Objective

Input and Activity

Plenary

I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc..
I know that people have things in common but everyone is unique.
I can identify and respect the similarities and differences between people.

Using the book 'The Rainbow Fish' (a story with lots to discuss: covers tolerance, diversity and acceptance, a beautiful fish finds friendship and happiness when he learns to share – at what cost?)

Possible questions before reading: How many of you have ever felt left out? Or owned an item that you didn't want to share? If you were made to share it did it make you happier or sadder? Is being unique more important than being liked?

Questions during reading: Was Rainbow Fish wrong to refuse to share? Why did the blue fish want something so dear to Rainbow Fish's heart? Was he asking too much of Rainbow Fish? When the Octopus tells Rainbow Fish to give away his scales what advice does he give him? After the blue fish receives a scale why do the other fish ask for all of Rainbow Fish's scales? Did Rainbow Fish feel more and more delighted? How would you feel etc...

The children may have differing views on what happens in the story. Allow them to relate their own experiences about feeling left out / sharing things.

Create a very simple conscience alley – if you think he should share stand on the left. If you think he shouldn't – stand on the right.

How does this story help us to get along with each other?

What would you do next time you feel left out?

What would you do next time you want something that someone else has?

| British Value: Mutual Respect and Tolerance | | Lesson 3: Welcome to our Class | |
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| <u>Learning Objective</u> | <u>Input and Activity</u> | | <u>Plenary</u> |
| <p>I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc..</p> <p>I know that people have things in common but everyone is unique.</p> <p>I can identify and respect the similarities and differences between people.</p> | <p>First hand experience – Welcoming others into our lass – and going on visits – anywhere – possibly the most effective learning experience for young children. Widening the learning community allows children to develop respect for others and to develop positive relationships in all areas of their lives. Take children on visits and invite visitors into the classroom.</p> <p>Arrange for a range of visitors to visit the classroom over time. If it is possible for a group of adults representing different faiths and no faith to visit together that is an amazing experience.</p> <p>Collect resources which portay cultures and religions, including good quality information, books, posters etc... Use these to talk about people in this country and other countries about similarities and differences.</p> | | <p>Discuss what we have learnt about different people from different cultures.</p> |

Lower Key Stage Two: Mutual Respect, Tolerance and Diversity

British Value: Mutual respect, Tolerance and Diversity

Lesson 1: Welcoming new people (Something Else)

Learning Objective

Input and Activity

Plenary

I can describe how to welcome people and practice being welcoming.

Read the first part of Something Else – stopping at key parts to discuss what is happening / characters feelings / reactions. E.g. stop after he tried to do everything they did when they told him he was something else. Ask children to talk to a partner about how they felt when they have met a group of people they didn't know for the first time.

Show children the picture from the book of all the animals staring at Something Else.

Explain they will work in a group to write on thoughts about what the characters were thinking.

Also ask them to write Something Else's thoughts as well.

Less discussion about how they think they help people in school? Then how do they help someone new to the school? E.g. by smiling, by showing them where things are.

We don't have to be friends with everyone but we can always be friendly.

Think about we don't have to be friends with everyone but we can be friendly whether we are similar or different.

Ask children to make a conscious note when they see people being friendly.

| Learning Objective | Input and Activity | Plenary |
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| <p>I can describe how to welcome people and practice being welcoming.</p> | <p>You all said – Something Else was different – Was he different? Did the creatures all look the same? Why do you think they said he was different?</p> <p>Similarities and differences game – In pairs find three similarities that they have with each other just by looking at one another. They then have to find 3 similarities and differences that they can't see by asking each other questions. E.g what is your favourite food.</p> <p>Keep reminding the children of the phrase we don't have to be friends with everyone but we can be friendly whether we are similar or different.</p> <p>Read out the advice below from City of Sanctuary to children in schools. If you want to create a display for the classroom label it under Mutual Tolerance and Respect for Diversity.</p> <p>What can pupils do?</p> <ul style="list-style-type: none"> • Say hello! • Ask someone to sit next to you. • Show them around your school. • Ask where they have come from but remember they might not want to talk about bad things. • Learn about their country if they have come from abroad. • Play games together. • Tell a teacher if someone is being bullied or if you're worried that they're having trouble getting used to things. | <p>Recap on what we will do to welcome new children and visitors to our school. Write things down on a post it note and display under the title Mutual Tolerance and respect for Diversity.</p> |

| British Value: Mutual Tolerance and Respect for Diversity | | Lesson 3: We are Britain |
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| <u>Learning Objective</u> | <u>Input and Activity</u> | <u>Plenary</u> |
| I can think about what different people in Britain are like. | <p>Show the children the book We are Britain by Benjamin Zephaniah. Explain that the book is about the identity of 13 British Children. Give out different parts of a page to different groups of learners so that some groups receive just the photographs, other groups the information and others the poem.</p> <p>Year 3 – ask each group to find out what they can find out about the child from what they have been given and then present back to the class.</p> <p>Year 4 – how does the poem compare to the information and what all the photographs have in common. This allows the class to explore identity and diversity at the same time as reinforcing literary skills.</p> | Keep talking about us all being different – play the circle game – change places if you like..... |

Upper Key Stage Two: Mutual Tolerance and Respect for Diversity

British Value: Mutual Tolerance and Respect for Diversity

Lesson 1: People Equal Poem / Performing the Poem

Learning Objective

Input and Activity

Plenary

To perform a poem in groups and as a class
To understand how all people are equal and different

Read James Berry's People Equal poem together. First model reading the poem to the class. Then give each verse to a group in order for them to practise performing it.

Some people shoot up tall.

Some hardly leave the ground at all.

Yet-people equal. Equal.

One voice is a sweet mango.

Another is a non sugar tomato.

Yet-people equal. Equal.

Some people rush to the front.

Others hang back, feeling they can't.

Yet-people equal. Equal.

Hammer some people, you meet a wall.

Blow hard on others, they fall.

Yet-people equal. Equal.

Discuss what they think the poem means.

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| | <p>One person will aim at a star. For another, a hilltop is too far. Yet-people equal. Equal.</p> <p>Some people get on with their show. Others never get on the go. Yet-People equal. Equal. <u>James Berry</u></p> | |
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| British Value: Mutual Tolerance and Respect for Diversity | | Lesson 2: Explore the meaning of equality using the People Equal Poem | |
| Learning Objective | Input and Activity | | Plenary |
| To understand how people are equal but different through exploring a poem | <p>Show the children an equals sign (=) What does the word or symbol mean in maths? What does the word mean when we say people are equal. Show a mango and the same weight of tomatoes. Different but equal in weight. Not better or worse, different but equal.</p> <p>Vocabulary If one thing equals another it means they are as good (or as remarkable) as each other.</p> <p>Read the poem again to the class and this time discuss the vocabulary in it (mango – sweet tasting, taste of tomato, nervous, hammer)</p> | | <p>Look at one another's posters about the new law you would make.</p> <p>You could have a democratic vote about which one you would vote for.</p> |

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| | Vote (democracy) – what is your favourite verse in the poem. | |
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