



### **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.

## Rule of Law

*The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.*

<b>Reception and Key Stage 1 Lesson Plans: Rule of Law</b>		
British Value: Rule of Law		Lesson 1: Living Together and Getting Along
<b>Learning Objective</b>	<b>Input and Activity</b>	<b>Plenary</b>
<p>I know what is right/wrong and can apply this in my life. I understand the need for rules</p>	<p>Tell the story of the Little Red Hen. Use props etc.... and possible enable the children to get more involved in the story.</p> <p>What kind of character is the hen? What kind of characters are the other animals? Why didn't the animals want to help? What could they achieve if they work together? Is this true in real life?</p> <p>Explain to the children that you have brought something in to share. E.g some chocolate. Make it very obvious that you are not sharing it out equally. E.g girls get more, those with white T shirts on get more. Gauge the children's reactions. Ensure that everyone is clear why this is not fair.</p> <p>Discuss in pairs why this isn't fair and feed back to the rest of the class.</p> <p>How do we usually make sure that everyone gets a fair share? Do we need to write all the rules how? Are there some rules that everyone uses when they are being kind to each other? What rules do we have in class? In school? At home? What happens when we break these rules?</p>	<p>In what way do rules help us?</p>

	<p>Read Mr Wolf's Pancake, stop before the ending and ask the children to explain characters' motivations and what choices they could have made. What were the rules?</p> <p>Work together on a shared project with some agreed rules, e.g. make bread to share with another class or buns for a bake sale.</p>	
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British Value: Rules of Law		Lesson 2: Living Together and Getting Along	
<u>Learning Objective</u>	<u>Input and Activity</u>		<u>Plenary</u>
<p>Everyone in a community has rights and responsibilities. I am a member of my community. I know who helps me in school and in the wider community.</p>	<p>Explain responsibilities are things we take charge of or look after.</p> <p>Ask the children what they are responsible for and write up a class list.</p> <p>E.g. tidying up, looking after equipment, making my bed, getting dressed, hanging things up, washing my hands.</p> <p>Do they like having responsibilities? What would happen if they didn't do these things? How does having responsibilities help us?</p> <p>Sit in a circle. Show the children some photos of people doing jobs that help us. Ask the children to pick a photo and talk about the person or the job.</p> <p>What would happen if we didn't have these people? How can we make their job easier?</p> <p>Arrange a visit in to talk about their job responsibilities.</p>		<p>Who is part of our community?</p>

	<p>Take the children on a visit to somewhere local. E.g. local place of worship, a museum, a park, a shop, doctors, police station, sports hall, library, travel agent and talk about their responsibilities.</p> <p>Make an interactive display of people who help in the local community and label it as Rule of Law.</p>	
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British Value: Rule of Law		Lesson 3: Living Together and Getting Along	
Learning Objective	Input and Activity		Plenary
<p>I know what is right / wrong and can apply this in my life.</p> <p>I can understand the importance of team work.</p> <p>I understand the need for rules.</p>	<p>Establish the rules for a game in PE / outdoor play.</p> <p>Warm up: Hula Hoops (hold hands in a circle and pass the hoop around without breaking the link.</p> <p>Play opposites or just do as it says</p> <ul style="list-style-type: none"> <li>• On go – stop still</li> <li>• On stop – move around</li> <li>• On up – sit down</li> <li>• On down – stand up</li> </ul> <p>How do rules help us? What would happen if we broke the rules?</p> <p>Play a simple game:</p>		<p>Which game worked better?</p> <p>Why?</p> <p>Which team worked together best, why?</p>

	<p>Each group has four bean bags to take to the bucket in the middle of the room. The winners are the team with all the bean bags in the bucket. They sit down to show they have done it. Change the game as you feel fit. Now the winners are the ones who bring back the bean bags to their group. Etc.... Do this with no rules and then add in rules. How do rules make it fair? Did they enjoy the game?</p> <p>Can the children think of a game and explain the rules?</p> <p>Was this easy to do in a group – did they agree? What could make it easier? Talk about cooperating in our class, school etc... and how it feels better when we work together.</p>	
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<b>Lower Key Stage Two: Rules of Law</b>		
British Value: Rule of Law		Lesson 1: Games without rules
<b><u>Learning Objective</u></b>	<b><u>Input and Activity</u></b>	<b><u>Plenary</u></b>
I can follow and value rules	Show the children a game board of snakes and ladders. Get the children to discuss the rules of the game. Show your own rules for this game. Take whole class feedback – do we all agree or do some children play the game differently with their families and friends. E.g. some may get another go if they roll a 6. Explain that it is really important to make sure we are aware of and agree the rules before we start and that we follow them no matter who we are.	<p>If you didn't know how to play game, would you have been successful.</p> <p>Encourage them to play a game at home with their family and talk about the rules.</p>

	Get into small groups and play the game. Any time there is a dispute, get them to look at the rules and see if each player has been playing fairly – if necessary take the dispute to the whole class.	
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British Value: Rule of Law		Lesson 2: Games without rules
Learning Objective	Input and Activity	Plenary
I can explore and make rules, learning their value and purpose.	<p>Before any discussion, put the children into small groups and set them the task of play a game. After 10 mins bring the children back together. What did we find when we played this game? Hopefully the children will have thought of different ways to play the game so there would have been lots of disputes and unhappiness during what could have been fun. What would have made it more enjoyable – or what did make it enjoyable if they all got on.</p> <p>Rules have their purpose and in order for society and indeed the classroom to be harmonious we all need to follow the same rules.</p> <p>Give the children blank grids in small groups. The children need to work together to come up with a game for their friends to play based on any theme that they like. They need to think carefully about the rules so that other children can play the game easily and enjoy it. Write the rules down as forms of instructions.</p>	<p>Imagine your home town with no rules. No traffic lights, no crossings, no police, no jail, no speed limits, What would happen?</p> <p>Ask the children throughout the week to notice rules around them, e.g. lining up at playtime and feedback at the end of the week.</p>

	<p>Ask yourself these question when planning your game:</p> <ul style="list-style-type: none"> <li>• What is going to be the theme, e.g. maths, books</li> <li>• How will the players move around the board?</li> <li>• Should there be extra tasks to complete such as activity cards?</li> <li>• What do the players need to complete the game?</li> <li>• What to the players need to know on order to play the game?</li> <li>• Do the rules make sense?</li> </ul> <p>Children then join another group, explain their game and together they play it. Assist and amend the rules accordingly as the game starts to be played.</p>	
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British Value: Rule of Law		Lesson 3: Games without rules	
Learning Objective	Input and Activity		Plenary
I can think thoughtfully about why rules are needed,	Tell the children ‘on my way to work this morning, as I was waiting at the red traffic lights, I was observing what I could see. There was a mother with a child in a pram and a toddler walking beside her starting		Finish with a circle where each child says why rules are important.

explaining this to someone else.

to cross the road at the crossing. On the other side of the road there was a cyclist. As well as this the roads were extremely busy with the usual traffic of children being driven to school and adults on their way to work. A car suddenly appeared behind me and was driving very fast. It started to overtake me! What rules have been broken? What could have happened as a result.

Give bonfire night safety as another example. Look at all the different rules. You could show a poster of these rules. What terrible things could happen if we don't follow the rules? Create a classroom display and label it British Values Rule of Law

Where else are rules important? Discuss in new talk pairs and think of terrible repercussions that could happen as a result of rule breaking.

Show the sentence start, We need rules because. The children should reflect on these and in colour groups pop some ideas on post it notes to be put on one piece of paper for the class and displayed again under the Rule of Law display.

Encourage them to think about

- What rules do?
- Why do we need them?

You could use the sunflower picture activity from the democracy lessons to explore the idea that EVERYONE is protected by the law.



Upper Key Stage Two: Rule of Law		
British Value: Rule of Law		Lesson 1: Rules and Laws
Learning Objective	Input and Activity	Plenary
I can think about why we have the 'rule of law'	<p><b>Why do we have rules?</b></p> <p>Take the children in the hall or playground to have an egg and spoon race. Be very clear about the rules, maybe put them up in the classroom before you go to play it. E.g. each team member only goes once, no touching the egg, no foot over the line to start, Think about what happens if they drop the egg.</p> <p>Play it once and be strong by disqualifying teams if they do things wrong.</p> <p>Then sit them all down and tell them they need to listen carefully before we repeat the game. Make it clear that we are going to play it again and there will be no rules. Stand the team ready as before. Say, ready, steady, go.</p> <p>Discussion – was the second time fair? Did people hold the egg etc...</p> <p>Go back to the classroom and think about rules. On post it notes colour groups work together to write thoughts about</p> <ul style="list-style-type: none"> <li>• I think rules matter because</li> <li>• Without rules it feels</li> <li>• If only some people keep the rules</li> </ul>	<p>Rules and laws are there to keep us safe.</p> <p>What would school be like if we didn't have rules?</p>

	<ul style="list-style-type: none"> <li>• Why we need rules</li> </ul> <p>Share the definition of the Rule of Law: <b>The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.</b></p>	
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<b>Upper Key Stage Two: Rule of Law</b>		
British Value: Rule of Law		Lesson 2: Rules and Laws
<b>Learning Objective</b>	<b>Input and Activity</b>	<b>Plenary</b>
I can explore rules, learning their value and purpose.	<p>Recap the game you played with no rules.</p> <p>Discussion: So what is the rule of law and why do we need it? The rule should be up in your classroom.</p> <p>Imagine the area you lived in without any rules.</p> <p>Look again at the rule of law definition and remind the class that you looked everyone having the right to be protected.</p> <p>Activity – every year parliament makes new laws and also gets rid of old laws no longer needed – for example you used to not be able to eat mince pies on Christmas day! This law has gone. If you could make a new law what would it be – put the children into new colour groups to do this.</p> <p>They need to think about</p> <ul style="list-style-type: none"> <li>• Our new law is: (e.g. You must wear a helmet on a bike)</li> </ul>	<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>

	<ul style="list-style-type: none"><li>• Rights – (It is everyone’s right to wear a helmet on a bike)</li><li>• Responsibility (It is every person’ responsibility to wear a bike helmet)</li></ul> <p>What law would you choose in your group. Design a clear poster for your proposed new law. Display some in the classroom under British Values: Rule of Law.</p>	
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