



Promoting fundamental British values Henry Green Primary School-Whole school outline of explicit FBV lessons

The following is a set of lessons within the curriculum that explicitly/progressively teach the fundamental British Values elements. This is supplemented by a programme of activities/opportunities applied across the curriculum.

	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
EYFS				
Year 1	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
Unit Intent		<p>STUNNING SPARKLES Children to learn about the history behind the gunpowder plot (Guy Fawkes as stayed at Eastbury Manor House in the build up to the plot). OUR LOCAL AREA To teach children fieldwork and observation skills as they learn about the geography of their local area.</p> <p>LET'S GO AROUND THE WORLD Children to learn about the world that they live in and how to help make it a better place.</p>		
	Rights Respecting Articles	Rights Respecting Articles	Rights Respecting Articles	Rights Respecting Articles
	7,8,9,13, 14,18,20,21,28 13, 14, 31, 12 29 ,12, 28, 27	7,8,9,13, 14,18,20,21,28 13, 14, 31, 12 29 ,12, 28, 27	7,8,9,13, 14,18,20,21,28 13, 14, 31, 12 29 ,12, 28, 27	7,8,9,13, 14,18,20,21,28 13, 14, 31, 12 29 ,12, 28, 27



	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	English	English	English	English
			Stories with familiar settings	
	RE	RE	RE	RE
			Christianity	Christianity
			Christianity	Christianity
			Christianity	Christianity
			Living with family and friends	
				Hinduism
				Islam
	History/Geography	History/Geography	History/Geography	History/Geography
		Events beyond living memory		
		Our local area		
	PHSE	PHSE	PHSE	PHSE
	Being me in my world	Being me in my world	Being me in my world	Being me in my world
		Celebrating difference	Celebrating difference	Celebrating difference
			Dreams and Goals	
			Healthy me	
				relationships
				Changing me
	Computing	Computing	Computing	Computing
		Digital literacy – computer systems and networks		
		Information technology – data		



Year 2	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
<p>Unit Intent</p>		<p>WACKY WEATHER Children to think about the diversity of different types of weather and the impact it can have on the environment (people and animals that live in those conditions).</p> <p>LOCAL HEROES FROM BARKING AND DAGENHAM Children to consider why someone would want to help their community and reflect on how these local heroes make it a better place to live.</p> <p>UNDER THE SEA Children to know that oceans cover over 70% of the Earth. Majority of our oxygen supply comes from oceans and they help maintain</p> <p>THE GREAT FIRE OF LONDON Children to know that this was a well-known disaster where one-third of London was destroyed. Children to explore the devastating effect on the lives of Londoners our drinking supply.</p> <p>WONDERFUL WORLD Children to explore man made creations that relate to variety of cultures and geographical areas of the world.</p> <p>AMAZING INVENTIONS Children to explore how technology has progressed overtime and how it might be adapted for the future</p>	<p>LOCAL HEROES FROM BARKING AND DAGENHAM Children to consider why someone would want to help their community and reflect on how these local heroes make it a better place to live.</p> <p>.</p>	



	Rights respecting articles	Rights respecting articles	Rights respecting articles	Rights respecting articles
	13, 14, 24, 28, 39	13, 14, 24, 28, 39	13, 14, 24, 28, 39	13, 14, 24, 28, 39
	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	English	English	English	English
		Local heroes from barking and Dagenham		
		Toby and the Great Fire of London		
			A place to call home	
	RE	RE	RE	RE
				Jesus and his stories
			Special books	Special books
			Celebrating festivals	Celebrating festivals
			Christians and Easter	Christians and Easter
		How should we look after our world?		
	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	PHSE	PHSE	PHSE	PHSE
	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
		Celebrating Differences		Celebrating Differences
			Dreams and Goals	
	History/Geography	History/Geography	History/Geography	History/Geography
		Our local area		
		Events beyond living memory		
		Animals and their habitats		



	Computing	Computing	Computing	Computing
		Digital literacy - Computer systems and networks		
	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
Year 3 Unit Intent	<p>AN OLD IR ON! Children to explore what prehistoric Britain was like during the Stone age.</p> <p>THE ROTTEN ROMANS To know that when the Romans arrived in AD43, they introduced new ideas and ways of living in Britain.</p> <p>CRIME AND PUNISHMENT This unit will teach the children to develop their chronological knowledge beyond 1066.</p> <p>TOMB RAIDER Children to look at why ancient Egypt was the most advanced civilisation in the ancient world.</p>	<p>AN OLD IRON! Children to explore what prehistoric Britain was like during the Stone age.</p> <p>THE ROTTEN ROMANS To know that when the Romans arrived in AD43, they introduced new ideas and ways of living in Britain.</p> <p>WONDERS OF THE WORLD Children to explore the world's most spectacular natural wonders and manmade structures.</p> <p>CRIME AND PUNISHMENT This unit will teach the children to develop their chronological knowledge beyond 1066.</p> <p>TOMB RAIDER Children to look at why ancient Egypt was the most advanced civilisation in the ancient world.</p>	<p>CRIME AND PUNISHMENT This unit will teach the children to develop their chronological knowledge beyond 1066.</p>	
	Rights respecting articles	Rights respecting articles	Rights respecting articles	Rights respecting articles
	12, 13, 14, 17, 24, 27, 28, 33	12, 13, 14, 17, 24, 27, 28, 33	12, 13, 14, 17, 24, 27, 28, 33	12, 13, 14, 17, 24, 27, 28, 33



	Democracy Individual	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	English	English	English	English
	Stone Age Boy-prehistoric narrative		Stone Age Boy-prehistoric narrative	
		Iron Man		
		The Big cash robbery		
		Flat Stanley- The great Egyptian Grave Robbery		
	RE	RE	RE	RE
			Jesus & Buddha	Jesus & Buddha
			Significance of light	Significance of light
			Where do Jews celebrate their beliefs?	Where do Jews celebrate their beliefs?
			Holi	Holi
			Sikh symbols	Sikh symbols
			Christian and Islamic Art	Christian and Islamic Art
	Computing	Computing	Computing	Computing
		Digital literacy- Computer systems and networks		
		Information Technology – Desktop publishing		
		Digital Literacy – communication (email)		
		Computer science – Programming and simulation		
	PHSE	PHSE	PHSE	PHSE
	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
				Celebrating Differences
			Dreams and Goals	Dreams and Goals
			Healthy Me	Relationships
			Changing me	Changing me



	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	History/Geography	History/Geography	History/Geography	History/Geography
	History: The Romans in Britain	How has crime and punishment changed over the years?		
Year 4 Intent	<p>ANGRY ANGLO-SAXONS To explore who the Anglo Saxons were and how they changed Britain</p> <p>VICIOUS VIKINGS Children to explore what it was like living as a Viking.</p> <p>THE VILE VICTORIANS Children to find out what life was like during the Victorian times; the quality of life depended on whether you were rich or poor.</p>	<p>ANGRY ANGLO-SAXONS To explore who the Anglo Saxons were and how they changed Britain</p> <p>VICIOUS VIKINGS Children to explore what it was like living as a Viking.</p> <p>THE VILE VICTORIANS Children to find out what life was like during the Victorian times; the quality of life depended on whether you were rich or poor.</p>		
	Rights respecting articles	Rights respecting articles	Rights respecting articles	Rights respecting articles
	12, 13, 14, 27, 28,	12, 13, 14, 27, 28,	12, 13, 14, 27, 28,	12, 13, 14, 27, 28,
	English	English	English	English
	Street child			
	RE	RE	RE	RE
			Hinduism	Hinduism
			The Bible	The Bible
			What makes me the person I am?	What makes me the person I am?
			Easter	Easter
			Marriage	Marriage
			Religion in our neighbourhood	Religion in our neighbourhood



	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	Computing	Computing	Computing	Computing
		Digital literacy- Computer systems and networks		
		Information Technology – Data		
		Information Technology – spreadsheets		
	PHSE	PHSE	PHSE	PHSE
	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
				Celebrating Differences
			Dreams and Goals	Dreams and Goals
			Healthy Me	Relationships
			Changing me	Changing me
	History/Geography	History/Geography	History/Geography	History/Geography
		Geography – Trinidad and Tobago		
	History – Viking invasions	History – Viking invasions		
		History – The Victorians		
Year 5 Intent	<p>GREAT GREEKS Children will learn about aspects of political, social and cultural Ancient Greek life. They will examine the legacy of the Ancient Greeks, and links will be made to prior learning on the nature of empires.</p>	<p>GREAT GREEKS Children will learn about aspects of political, social and cultural Ancient Greek life. They will examine the legacy of the Ancient Greeks, and links will be made to prior learning on the nature of empires.</p> <p>RACE TO SPACE To know why the planet is special and how they can protect and keep the planet safe and healthy including the diverse population.</p>		



	<p>MYSTERIOUS MAYA Children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture</p>	<p>AMAZING ANTARTICA Children to extend their knowledge and understanding beyond the local area to include Europe and understand how the alps inform polar research.</p> <p>TERRIFIC TRADE Children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food.</p> <p>UTTERLY URBAN Children to explore the regions of the UK, discovering how some of these areas have changed over time including the local area.</p> <p>MYSTERIOUS MAYA Children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture</p>		
	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	Rights respecting articles	Rights respecting articles	Rights respecting articles	Rights respecting articles
	12, 13, 14, 17, 28,33,34	12, 13, 14, 17, 28,33,34	12, 13, 14, 17, 28,33,34	12, 13, 14, 17, 28,33,34
	English	English	English	English
		Adventures of Odysseus-Fables, myths and legends		
		Phoenix- science fiction		



	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	RE	RE	RE	RE
			What inner forces affect how we think and behave?	What inner forces affect how we think and behave?
			How is Christmas celebrated around the world?	How is Christmas celebrated around the world?
			What do religions and world views believe about God?	What do religions and world views believe about God?
			How do Christians try and follow Jesus example?	How do Christians try and follow Jesus example?
			How should animals be treated?	How should animals be treated?
			Why is Muhammad important to Muslims?	Why is Muhammad important to Muslims?
	Computing	Computing	Computing	Computing
		Digital literacy- Computer systems and networks		
		Information Technology – Data and spreadsheets		
		Computer science – Programming		
		Information Technology-multimedia		



	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	PHSE	PHSE	PHSE	PHSE
	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
				Celebrating Differences
			Dreams and Goals	Dreams and Goals
			Healthy Me	Relationships
			Changing me	Changing me
	History/Geography	History/Geography	History/Geography	History/Geography
	History-Ancient Greece How did the Ancient Greeks influence the western world?	History-Ancient Greece How did the Ancient Greeks influence the western world?		
	History-Journeys How migration today links with events in the past?	History-Journeys How migration today links with events in the past?		
		Geography- UK Trade links Where do our products come from?		
		Geography- local area and regeneration		
		History: Mayans Why should we remember the Maya?		
	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
Year 6 Intent	LETS EVACUATE! Children will research and compare the impact of the First and Second World Wars on their locality	AMAZING AMAZON Children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected	PROTECTING THE ENVIRONMENT Children to consider if we are damaging our world and how we can protect it. The children will investigate energy production, the	



	<p>PROTECTING THE ENVIRONMENT Children to consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p> <p>SWINGING SIXTIES Children to explore the decade of change in Britain and how London became the centre for the latest fashion and music icons. Children also to explore how the 60s changed Britain and the impact on society now.</p> <p>TIME FOR A CHANGE Children consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</p>	<p>PROTECTING THE ENVIRONMENT Children to consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable</p> <p>SWINGING SIXTIES Children to explore the decade of change in Britain and how London became the centre for the latest fashion and music icons. Children also to explore how the 60s changed Britain and the impact on society now.</p> <p>TIME FOR A CHANGE Children consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</p>	<p>oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable</p> <p>SWINGING SIXTIES Children to explore the decade of change in Britain and how London became the centre for the latest fashion and music icons. Children also to explore how the 60s changed Britain and the impact on society now.</p> <p>TIME FOR A CHANGE Children consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</p>	
	Rights respecting articles	Rights respecting articles	Rights respecting articles	Rights respecting articles
	12, 13, 14, 28, 33	12, 13, 14, 28, 33	12, 13, 14, 28, 33	12, 13, 14, 28, 33
	English	English	English	English
	Rose Blanche	Rose Blanche	Rose Blanche	
		Clockwork		
	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	RE	RE	RE	RE



			What inner forces affect how we think and behave? (Inner forces)	What inner forces affect how we think and behave? (Inner forces)
			How is Christmas celebrated around the world?	How is Christmas celebrated around the world?
			What do religions and world views believe about God?	What do religions and world views believe about God?
			How do Christians try and follow Jesus example?	How do Christians try and follow Jesus example?
			How should animals be treated?	How should animals be treated?
			Why is Muhammad important to Muslims?	Why is Muhammad important to Muslims?
	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	Computing	Computing	Computing	Computing
		Digital literacy- Computer systems and networks		
		Information Technology – Data		
		Information Technology-communication and collaboration (Blogs)		
		Information Technology – multimedia		
		Computer science – Programming		



	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
				Celebrating Differences
			Dreams and Goals	Dreams and Goals
			Healthy Me	Relationships
			Changing me	Changing me
	History/Geography	History/Geography	History/Geography	History/Geography
	Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Difference Faith and Beliefs
	<p>History: World War Two How did the WW1 and WW2 affect the local area?</p> <p>Geography: The Amazon Why should the Amazon be protected?</p> <p>Geography; Protecting the environment Are we damaging the world?</p> <p>History: How have fashion, culture and music changed over time?</p> <p>Geography: How will the world look in the future?</p>	<p>History: World War Two How did the WW1 and WW2 affect the local area?</p> <p>Geography: The Amazon Why should the Amazon be protected?</p> <p>Geography; Protecting the environment Are we damaging the world?</p> <p>History: How have fashion, culture and music changed over time?</p> <p>Geography: How will the world look in the future?</p>	<p>History: World War Two How did the WW1 and WW2 affect the local area?</p> <p>Geography: The Amazon Why should the Amazon be protected?</p> <p>Geography; Protecting the environment Are we damaging the world?</p> <p>History: How have fashion, culture and music changed over time?</p> <p>Geography: How will the world look in the future?</p>	



British Values in Our Curriculum

Democracy:

Democracy is an integral part of our school life. Children have the opportunity to have their voices heard through our Parliament and Pupil questionnaires. Our children are consulted about, and involved in, many key decisions that are made at Henry Green.

The Rule of Law:

The importance of laws/rules, whether they be those that apply to a class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws/rules, that they direct and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Within Henry Green, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make these choices safely, through the provision of a safe environment and empowering education; for example through our E-Safety and PSHE lessons. Whether it be through their choice of challenge, how they record their learning, or their participation in our numerous extra-curricular clubs and opportunities, children are given the freedom to make choices.

Mutual Respect:

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. Many of the Core Values are connected to Mutual Respect and our children take part in discussions and assemblies related to the values and how they can be shown.