

St Bartholomew's C of E Academy British Values Across the Curriculum

	Democracy	Rule of Law	Individual Liberty	Mutal Respect	Tolerance of Different Faiths & Beliefs
Art & Design	- Group critiques and discussions about artwork. - Opinions equally heard. - Collaborative work. Sharing equipment and resources fairly.	- Following school and Art room rules. - Respect for materials, time management and the safe use of equipment. - Discussions around not just copying an artist work but using it as inspiration – copyright laws e.g. James Rizz (Y1), Orla Kiely (Y5) John Constable & Claude Monet (Y6).	- Freedom of expression – opinions and thoughts on art pieces. - Expressing ourselves through art using a variety of media, equipment and resources e.g. paint, drawing, sculpture, collage, printing.	- Respecting each other's work, giving and receiving respectful feedback. - Encouraging and celebrating other's successes and efforts. - Using artist's work as inspiration e.g. Andy Warhol (Y3), Giuseppe Arcimboldo, (Y4) Rachel Markwick (Y6) & Oenone Hammersley (Y5).	- Exploring diverse art and cultures through studying global art and artists e.g. Kenyan art & Bernard Ndichu Njuguna (Y2), Takako Hirai (Y3). - Appreciation of artists' work even if it is not to our taste. - Give and accept art criticism, as part of art development, critic eye practise.
Computing	- Class-based collaborative projects using digital tools e.g. choosing a class topic to research. - Collaborative programming or group work e.g. coding tasks or digital storytelling, they listen to all opinions and take turns.	- Using acceptable use policies when using school technology – children learn the importance of rules in the digital space. - Discussions on online safety laws, copyright, and data protection e.g. GDPR in the UK. - Exploring consequences of breaking rules online, like cyberbullying or plagiarism, trolling / using social media in an unkind or hurtful way	- Making informed choices online e.g. what to click on, how to protect their personal information, and how to manage their digital footprint. - Use different tools e.g. Scratch, Paint, video editors to build their own identity and voice in a safe environment.	- Collaborative tasks e.g. coding together, debugging each other's work, or reviewing each other's presentations through respectful communication. - Respecting others online - Discussions around cyberbullying, respectful commenting, and email etiquette reinforce respectful behaviour in digital spaces. - Acknowledging different ideas: In design and coding projects, students learn to respect different approaches and problem-solving strategies.	- Inclusive digital content - Global digital citizenship through internet research and global communication tools, children learn about different people and perspectives around the world. - Discussing bias online and how algorithms or online content can reflect bias, and how we can responsibly consume diverse information.

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Design & Technology	- Plan and design elements of a product when working with others e.g. voting/negotiation on ideas, material etc during design part of the Design & Technology teaching sequence. - Assigning jobs for tasks in group situations, based on our individual skills and talents e.g. during make part of the Design & technology teaching sequence..	- Following safety rules involving tools and materials because following rules protects everyone e.g. during make part of the Design & technology teaching sequence. - Working within design criteria and constraints, respecting guidelines and understanding their importance. - Respecting intellectual property e.g. understating the importance of ownership and copyright	- Freedom to express ideas, showing preferences and imagination. - Choosing materials, colours, shapes or functions based on interests or target users e.g. design part of the Design & Technology teaching sequence. - Problem solving thorough making decisions about how to fix design problems e.g. during make part of the Design & technology teaching sequence..	- Working respectfully with others, listening to others idea, sharing tools and compromising .g during make part of the Design & technology teaching sequence. - Peer feedback e.g. giving and receiving constructive criticism e.g. evaluation part of the Design & technology teaching sequence.	Designing linked to different cultures, encouraging appreciation of cultural diversity e.g. diva pots (EYFS), pasta dish
Geography	- Discussion around geographical issue e.g. climate change, urban development, deforestation e.g. Awesome Earth (Y4), Save the Rainforests (Y5), Climate Champions (Y6). - Decision-making about places and environments - Fieldwork collaboration e.g. groups decide together how to collect data practising discussion and consensus e.g. River Deep Mountain High (Y6).	- Understanding laws that protect the environment e.g. Country Code - Fieldwork safety. - Establish and follow clear codes of conduct when working outdoors or using equipment eg during educational visits. - Discussing rules and responsibilities in caring for the environment and natural resources.	- Expressing personal views on geographical issues e.g. renewable energy, water use, tourism e.g. Karibu Kenya (Y2), Food Glorious Food (Y4), Save the Rainforests (Y5), Climate Champions (Y6), River Deep Mountain High (Y6). - Understanding how geography affects indiviual freedom e.g. access to good, shelter, clean water in different parts of the world e.g. Karibu Kenya (Y2), Food Glorious Food (Y4), - Opportunities to express opinions respectfully about the world.	- Studying different cultures, communities and ways of life around the world e.g. Karibi Kenya (Y2), Vive la France (Y3), Save the Rainforests (Y5) - Comparing with non-judgemental curiosity. - Respecting others' viewpoints during discussions or group projects. - Central link to human geography, promoting global awareness, empathy and respectful comparison of different societies.	Learning about how culture influence geography, including traditional land uses, and settlement patterns. e.g. Karibu Kenya (Y2) Save the Rainforests (Y5).

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History	• Discussing around the origins of democracy e.g. Genius Greeks (Y5), • Discussions, debates and class votes modelling democratic practice. • Historical concept of Democracy in the History curriculum.	• Exploring why laws and rules are important for societies e.g. Rocking Romans (Y3), Invaders & Settlers (Y4) • Exploring how historical events have changed laws and safety regulations e.g. Fire Fire (Y2). • Establishing rules/laws/government e.g. Rocking Romans (Y3) • Historical concept of Power in the History curriculum.	• Studying individuals who stood up for freedom and rights e.g. Florence Nightingale and Mary Seacole, Coventry at War (Y6). • Making own interpretations from evidence from evidence.	• Exploring everyday life of different groups to appreciate shared human experiences • Emphasise respectful discussion when examining past conflicts or differing viewpoints. • Understanding of different cultures and practices through history. • Historical concept of Society in History curriculum.	• Compare, celebrate religions and cultures met in history e.g. The Kingdom of Benin (Y5) • Investigate migration and settlement stories e.g. Stone Age to Iron Age (Y3), Invaders & Settlers (Y4), • Celebrating different cultures and communities and how this has changed Britain. • Historical concept of Faith in the History curriculum.
Mathematics	• Classroom decision making using data e.g. Collecting votes on a favourite fruit, sport, or charity project and represent the results in bar charts or pictograms. • Discuss how everyone's vote counts equally and how to interpret results fairly. • Group problem-solving where reasoning is heard, and decisions are reached collectively.	• Consistency of mathematical rules, emphasising how maths relies on agreed principles e.g. order of operations, properties of shapes. • Show how following these "laws" leads to reliable outcomes, reinforcing the importance of fairness and accuracy. • Playing Maths games with agreed rules, children help set and follow the rules of games like maths bingo or times-table competitions.	• Choice and creativity in maths, offering options for presenting solutions e.g. diagrams, written explanations, digital tools. • Encourage pupils to explore different problem-solving strategies, explaining reasoning. • Having options and choosing manipulatives.	• Opportunities for collaborative tasks for children to listen to one another's methods and value different approaches. • Respect for each other and different abilities in a supportive culture where making mistakes is part of learning. • Accepting that with maths you are looking for the same answer. It is not open to interpretation.	• Discussing how mathematical ideas cross borders and belong to everyone. • Understanding that we may solve problems in different ways and that there may not be only one way.
MFL - French	• Class decision-making in French e.g. Holding simple votes (in French) on topics e.g. which song to learn or which French story to read.	• Work with pupils to create simple classroom rules in French e.g. Ne crie pas, Respecte les autres. Linking to why rules help everyone learn safely.	• Opportunities to express choice. Encourage pupils to talk about their likes and dislikes (J'aime..., Je n'aime pas...) e.g. food, sports, hobbies.	• Respectful communication through polite greeting and forms of address e.g. Bonjour, Madame / Monsieur, S'il vous plaît, Merci.	• Discussions around how French is spoken across many cultures, religions, and continents. • Discuss dietary differences and religious festivals respectfully.

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	Learning basic voting vocabulary: Je vote pour..., Qui est d'accord ?	Cultural comparison: Highlight how everyday rules resemble those in Britain e.g. road safety signs in France.	Celebrating each child's unique preferences without judgement.	- Turn-taking games and pair work that emphasise listening carefully to others. - Exploring French customs of how people in France greet one another e.g. handshakes, la bise, and compare with UK customs, highlighting respect for differences.	
Music	- Shared decision-making e.g. voting) on which song to perform, which instruments to feature, or how to arrange a class composition. - Discussion and compromise so that every voice is heard. - Developing ensemble leadership e.g. rotating roles such as conductor or section leader, letting everyone experience leadership and participation. - Class Band / Improvising units often involve choosing instruments, deciding on arrangements, and shaping a performance together. - Group discussion to agree on tempo, dynamics or lyrics, showing how every voice matters.	- Knowing and following musical "laws" and music room rules - Following agreed clear rehearsal expectations e.g. respecting instruments, following a conductor, observing performance etiquette. - Highlighting how musical notation itself follows universal rules to create order and harmony e.g. time signatures, bar lines. - Demonstrating how keeping to a beat and shared tempo mirrors how society relies on - Lessons introduce musical structures, notation and performance conventions that rely on clear "rules" e.g., following a conductor, keeping to time signatures. - Establish class agreements for safe instrument handling. - Following notation and ensemble cues ensures a	- Creative expression opportunities e.g. freedom to improvise, write lyrics, or select instruments to express feelings and ideas. - Composing music that reflects personal stories or moods. - Choices of participation with options e.g., playing, composing, or technology-based music making—so each child can shine in their own way - Units such as Improvising with Percussion and Creating Compositions encourage personal creativity. – Pupils compose their own short motifs or rhythms to express moods or stories. - Opportunities to choose instruments or create soundscapes that reflect their individual ideas.	- Listening carefully to others in group performances, valuing each contribution. - Show appropriate audience etiquette e.g. show appreciation for peers' performances through attentive listening and respectful applause. - Celebrating performances e.g. EYFS Nativity, KS1 Christmas, Y3/4 Easter, Y5/6 performance. - Ensemble work across many units e.g., Body Percussion, Class Band requires active listening and valuing everyone's contribution. - Teach audience etiquette and positive feedback after performances. - Encourage pupils to appreciate different musical abilities and celebrate improvement.	- World music exploration through studying music from a wide range of cultures and religion - Discuss the meaning of music in festivals like Eid, Diwali, Hanukkah, and Christmas. - Showing an appreciation of musicians' work even if it is not to our taste. - Units like Groove around the Globe and Traditional Instruments and Improvisation explore music from West Africa, South America, Asia and Europe. - Learn songs connected to world festivals. - Discuss how music plays a role in various religious and cultural celebrations.

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		fair, harmonious performance.			
PE	- Shared decision-making - Voting on warm-up games, team names, or which activity to focus on e.g., football skills vs. dance. - Hold team discussions where everyone contributes ideas for tactics or choreography. - Leadership roles - Rotate captaincy or coaching roles so that every pupil has a chance to lead and be heard. - Turn taking - Team games	- Understanding and respecting rules - Teach the official rules of sports (e.g., offside in football, scoring in netball) and why they ensure fair play. - Reinforce class-agreed safety rules for using equipment and spaces. - Consequences and fair play - Discuss refereeing decisions and the importance of accepting outcomes gracefully. - Rules for games – why? - Sports Day	- Personal goal-setting - Encourage pupils to set and track their own fitness or skill targets. - Offer choices of activities (dance, athletics, gymnastics) so children can discover what they enjoy. - Self-expression - Use creative movement or dance to allow pupils to express emotions and ideas.	- Teamwork and sportsmanship - Emphasise cooperation, supporting teammates, and congratulating opponents. - Teach pupils to value different roles within a team—attack, defence, coach, scorer. - Peer feedback - Pupils give constructive comments on each other's performance, focusing on effort and improvement. - Sharing and nurturing each other's talents - Sportsmanship - Sports Day	- Inclusive activities - Acknowledge and adapt for cultural or religious needs e.g., clothing considerations, fasting period. - Explore traditional games and sports from different cultures. - Discussion of global sporting events - Highlight how events like the Olympics bring together athletes of many backgrounds and beliefs. - Being kind to those who may find physical activities difficult - Sports Day
PSHE	- Rights and Responsibilities: Children learn how communities make decisions and how they can participate. - Me and My Relationships: Lessons on listening, turn-taking and resolving disagreements mirror democratic debate. - Class councils or mock elections, Year 6 Magistrates visitors - Voting on class charters or charity projects, practising	- Rights and Responsibilities: Explores why we have rules at home, in school and in wider society. - Keeping Myself Safe: Understanding laws around health, online safety, and substances. - Creating and reviewing class agreements. - Role-play of scenarios showing consequences when rules are broken.	- Being My Best and Growing and Changing: Emphasise self-identity, goal setting and making safe, informed choices. - Keeping Myself Safe: Lessons on personal boundaries and the right to say no. - Pupils choose personal targets for wellbeing or learning. - Activities on recognising and expressing feelings, developing confidence to make their own decisions.	- Me and My Relationships: Focus on empathy, cooperation, friendship skills and conflict resolution. - Valuing Difference: Celebrates similarities and differences within the class and wider community. - Circle-time discussions where everyone's opinion is valued. - Peer-support activities and collaborative problem-solving.	- Valuing Difference: Explores cultural diversity, challenging stereotypes and prejudice. - Rights and Responsibilities: Reinforces that everyone has equal rights and responsibilities, regardless of belief. - Sharing experiences of festivals or traditions from home. - Class projects on world cultures, respecting a range of faiths and viewpoints.

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	respectful discussion and majority rule.		Developing self-knowledge, self-esteem and self-confidence		
Reading	- Shared decision-making around books - Class votes to choose a story, author focus, or the next read-aloud. - Class Recommended Reads where pupils recommend titles and create a class reading list. - Discussion & debate - After reading, pupils debate characters' choices or endings, practising respectful turn-taking and majority decisions.	- Understanding rules within stories - Explore how laws or rules shape characters' actions. - Highlight consequences when characters break rules, linking to fairness and justice. - Library and reading-area expectations - Accepting how words are pronounced and read.	- Choice and voice in reading - Offer a wide range of genres and levels so children can select books that interest them – reading for pleasure. - Forming and expressing personal opinions about texts—likes, dislikes, alternative endings. - Creative response - Writing own reviews expressing their unique perspectives.	- Collaborative reading - Paired reading, listening and valuing each other's interpretations. - Constructive feedback when discussing characters or themes. - Celebrating authors and illustrators - Recognising contributions from writers of different backgrounds, reinforcing respect for diversity of voices.	- Diverse texts that include books and poems that represent a variety of cultures, religions, and worldviews. - Discuss how different beliefs and customs are shown and why they matter. - Comparing perspectives - Exploring similarities in universal themes e.g. family, kindness, courage—across stories from many cultures. - Listening to the class reader - Taking it in turns to discuss.
Religion & Worldviews	- Curriculum Links - Units exploring “Why is it important to listen to different ideas about God and the world?” invite debate and voting on enquiry questions. - Lessons on how faith groups make decisions (e.g., local church councils, mosque committees, Buddhist sangha). - Classroom Practice - Hold democratic discussions where pupils suggest questions for enquiry and vote on which to investigate.	- Topics on “How do rules help people live together?” or “What difference do the Ten Commandments / the Five Precepts / the Qur'an make to daily life?” - Understanding how sacred texts and community guidelines shape behaviour. - Explore similarities between religious moral codes and British legal principles (fairness, justice). - Create a “class covenant” inspired by religious codes, reinforcing the value of shared rules.	- World views approach to the way we deliver RE. - Units such as “What matters most to Humanists and Christians?” highlight freedom of belief and the right to hold non-religious worldviews. - Discussions on conscience and personal moral choices. - Encourage pupils to express their own ideas about ultimate questions (God, purpose, ethics) without pressure to conform. - Use creative tasks—art, poetry, personal reflections—to explore	- Why do people visit sacred places?” and “How do festivals bring communities together?” help children appreciate traditions and shared human experiences. - Teach and model respectful dialogue when discussing sensitive issues. - Visits to local churches, mosques, gurdwaras, mandirs or welcoming speakers from different faiths, showing courtesy and curiosity. - Learning about different faiths including those who have none.	- Christianity is taught plus other principal religions e.g. Islam, Hinduism, Sikhism, Judaism, Buddhism and non-religious worldviews such as Humanism. - Enquiry questions like “How and why do people of different faiths celebrate?” explicitly develop understanding of diversity. - Comparing similarities and differences in beliefs and practices across religions and worldviews. - Highlighting real examples of interfaith cooperation in Coventry & Warwickshire.

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	• Compare democratic freedoms in the UK with decision-making in different religious communities. • Understanding of religious world leaders and how they influenced others.	• Understanding rules in different places and why it is important to follow them. • Understanding key people who hold power and authority both within and outside of religious sectors. • Understanding how seasons and concepts of time can impact on religious beliefs.	• individual beliefs and identities. • Freedom of speech – feeling safe to express our own opinions and beliefs.		
Science	• Scientific enquiry as shared decision-making • Planning investigations together e.g. voting on which question to test, what equipment to use, or which variable to change. • Class discussions on current science issues e.g. recycling (Y1 & Y2), sun safety (Y3), endangered animals (Y4) everyone's voice to be heard. • Groups propose ideas and democratically choose the final method.	• Working in teams to plan, carry out, and evaluate experiments demands listening, sharing equipment, and valuing everyone's contribution. • Respect for evidence – Pupils learn to challenge ideas respectfully, focusing on the data rather than the person. • Fair testing and safety rules • Emphasise that accurate results depend on following agreed procedures and health-and-safety guidance. • Highlight how scientific work is governed by ethical rules and national laws e.g. vaccines	• Freedom to explore and question – Give pupils choice over aspects of their investigation, such as what to measure or how to present results, encouraging independent thinking. • Personal reflection – Children form and justify their own conclusions, showing that it's acceptable to hold a reasoned view even if it differs from others.	• Collaborative enquiry – Working in teams to plan, carry out, and evaluate experiments demands listening, sharing equipment, and valuing everyone's contribution. • Respect for evidence – Learning to challenge ideas respectfully, focusing on the data rather than the person.	• Science and belief discussions. • Global contributions to science – Highlight discoveries from scientists of different cultures, times, and faith backgrounds to show science as a diverse, worldwide endeavour e.g. Alexander Graham Bell (Y1), Mae Jemison (Y2), Hamza Yassin (Y3), Mary Anning (Y4), Alhazen (Y5), Jane Goodall (Y5), Professor Sarah Gilbert (Y6)
Writing	• Shared decision-making around writing projects. • Debate and persuasion. • Persuasive writing e.g. the True Story of the Three Little Pigs (Y3), When the Giant Stirred (Y4), The Great	• Understanding rules of language. • Grammar, punctuation, and spelling as a common "law" that makes writing clear and fair for all readers.	• Freedom to choose content and voice • Encourage creative risk-taking—trying new vocabulary, experimenting with different endings. • Personal reflection.	• Peer feedback and collaboration. • Celebrate effort and improvement, not just final pieces, reinforcing respect for every writer's journey.	• Inclusive topics and literature – deliberately chosen text written by or about diverse culture e.g. Hair Love (Y1), Lila and the Secret of Rain (Y2), Leonora Bolt: Secret Inventor,

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	Kapok Tree (Y5), Letters from the Lighthouse (Y6)	• Link to narrative themes where characters face legal or moral rules e.g. Little Red Hen (YN), Supertato (YR), Home (Y1), The True Story of the Three Little Pigs (Y3), The Great Kapok Tree ((Y5). • Establish a "writers' code of conduct" for peer-editing: respectful comments, agreed deadlines, and honest acknowledgement of sources.		• Appreciating diverse authors • Study texts from a wide range of voices, modelling respect for different perspectives and styles e.g. Idia Kingdom of Benin (Y5), Alma (Y6).	Nothing to Do – Valerie Bloom (Y4), Idia Kingdom of Benin (Y5), The Boy at the Back of Boy (Y6). • Encourage research and fact-checking when writing about customs or historical figures from different backgrounds.
EYFS	• Daily end of day story vote • Pupil voice in investigations e.g. which object to test for floating/sinking. • During circle time, everyone shares ideas about what might happen in an experiment and listens to others. • Collaborative decision-making	• Safety and fair testing • Establish simple, consistent safety rules: "We walk, not run, when carrying water." • Model that everyone follows the same steps for an investigation so results are fair. • Natural world "rules" • Talk about how living things follow patterns e.g. plants need water and light and how we respect these natural "rules."	• Freedom to explore • Provide a wide range of science-rich areas e.g. water, sand, magnifying glasses where children choose how and what to investigate. • Encourage children to express their own predictions e.g. "I think the ice will melt fastest in the sun" and accept that ideas may differ. • Creative expression • Let children record findings in their own way: drawing, building, or telling a story.	• Working together kindly • Children share tools/equipment learning to wait their turn and value each other's observations. • Praise cooperative language. • Respect for living things • Teach gentle handling of plants and minibeasts, reinforcing care for the environment.	• Exploring cultural connections to nature • When observing seasonal changes or festivals e.g. Diwali, Harvest, Lunar New Year discuss how different families celebrate and care for the natural world. • Acknowledge children's own experiences so everyone feels valued. • Read books about the environment from a range of cultures, sparking conversation about different beliefs. • Books/authors from diverse cultures and backgrounds e.g. Binny's Diwali, A Superpower Like Mine, Astro Girl, Handa's Surprise