



# Developing British Values through RE at Pilsley

*Democracy, the rule of law, respect, tolerance and individual liberty*

Democracy	Rule of Law
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. An understanding of how citizens can influence decision-making through the democratic process.	The need for rules to make a happy, safe and secure environment to live and work. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
Opportunities in RE	Opportunities in RE
By the end of key stage 2, all pupils will have learnt how members of all types of religious denomination have equal rights within a democratic society. They will see this in action by learning about how every member of the school community, no matter what religious background, faith or belief, has a democratic right to be listened to and participate in classroom and school life. They will take part in discussions and debates about topics in RE lessons and will learn that everyone has the right to be listened to and questioned respectfully.	By the end of key stage 2, pupils will learn that the right to religious expression and individual thought is protected by law. They will follow classroom and school rules focused on respecting other people's opinions and beliefs and will engage in classroom debates in a structured way, following rules to ensure everyone has the right to be heard. They will learn that expressions of hate or intolerance based on religious belief are unacceptable in a multi-cultural, tolerant society and that individual liberty and the right to self-expression, including freedom of speech, are protected by national laws and school rules.
Respect and Tolerance	Individual Liberty
Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination
Opportunities in RE	Opportunities in RE
By the end of key Stage 2, all pupils will have learnt about the beliefs, practises and philosophies that are part of a wide-range of religious positions, including atheism and humanism. They will learn that religions are followed by large numbers of people and that religious beliefs do not follow national boundaries. They will learn that society is made-up of a wide-range of religious beliefs and will experience this for themselves by meeting people from different faiths and by visiting different places of worship. They will learn the importance of respecting others whose religious positions seem different from their own.	By the end of key stage 2, pupils will learn that they have the right to choose their own religious positions and that this can be different from others. Under their teacher's guidance, they will learn about religions, their practises, central tenants and key messages, but will be encouraged to think for themselves and form their own opinions about questions to do with faith. They will learn that they have the right to choose and think for themselves and will respect the fact that individuals can decide for themselves how to live their lives.



# Developing British Values through SCIENCE at Pilsley

*Democracy, the rule of law, respect, tolerance and individual liberty*

<b>Democracy</b>	<b>Rule of Law</b>
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. An understanding of how citizens can influence decision-making through the democratic process.	The need for rules to make a happy, safe and secure environment to live and work. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
<b>Opportunities in Science</b>	<b>Opportunities in Science</b>
Group work opportunities to encourage collaboration and ideas sharing. Debate issues arising from scientific discovery, sharing opinions, listening to the views of others and considering evidence.	Follow safety rules when working scientifically Understand that there are consequences for not adhering to rules and that following the rules maintains safety for all. Consider how following rules helps us to conduct scientifically valid experiments. Discuss ethical implications of laws relating to science, for example, those relating to maintaining biodiversity, protecting the oceans or use of energy sources. Consider how following laws that protect our environment can help protect our planet, our health and our safety and well-being.
<b>Respect and Tolerance</b>	<b>Individual Liberty</b>
Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination
<b>Opportunities in Science</b>	<b>Opportunities in Science</b>
Create an effective working environment through tolerance and mutual respect.  Work in collaboration with others, sharing ideas and respecting each other's points of view.  Acknowledge the contributions of diverse scientists from different cultures and backgrounds.  Learn about the continual evolution of scientific ideas which occurs through the acceptance that different people have different ideas about a concept.  Consider implications of clothing and other items of religious or cultural significance on health and safety in science lessons.  Understand the influence of different faiths and beliefs in some decisions which impact on science and healthcare.	Use own knowledge and understanding to pose scientific questions and define scientific problems. Make individual choices when planning investigations. Encourage critical thinking by offering opportunities to debate scientific issues. Consider how individual lifestyle choices may influence health and wellbeing.



# Developing British Values through ART at Pilsley

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<b>Democracy</b>	<b>Rule of Law</b>
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. An understanding of how citizens can influence decision-making through the democratic process.	The need for rules to make a happy, safe and secure environment to live and work. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
<b>Opportunities in Art</b>	<b>Opportunities in Art</b>
Children will have had experience of working collaboratively on art projects, understanding how the views of others should be considered in decision-making. They will have engaged in debates about the value of different pieces of art and used voting as a way of deciding what to work on and how to work, both as a class and in groups of different sizes. Children understand the importance of turn taking and sharing equipment.	Tolerance of others work and their views about Art Children are encouraged to use 'constructive criticism' when responding to other people's work. Children understand the value of fairness when needing to share tools and equipment with other children. They will understand the need to follow instructions when working with a range of different artistic materials and tools. Children will become used to working under guidance to help set-up and tidy up after artistic activities.
<b>Respect and Tolerance</b>	<b>Individual Liberty</b>
Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination
<b>Opportunities in Art</b>	<b>Opportunities in Art</b>
By the end of key stage 2 children will have had multiple experiences of recognising the value of other's beliefs, opinions and abilities in Art. They will have learnt to listen to other people's interpretations and opinions about works of art, both by established artists and classroom artists, and will have engaged in speaking and listening activities debating the value of pieces of art. Children will have engaged in positive and constructive feedback with others, learning how to celebrate and support others. They will also have used Art as a way to engage with different faiths, respecting differences in religion, culture and opinion.	By the end of key stage 2, children will learn about the importance of making individual decisions when working artistically and the importance of expressing oneself and working creatively. They will become increasingly confident to be an individual artist, creating compositions of their own and making independent decisions about materials, techniques and methods. Children will learn about the importance of making choices and learning from these, accepting responsibility and any consequences that come from trying out new ideas. They will build their resilience, accepting and understanding their abilities as artists.



# Developing British Values through DT at Pilsley

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Democracy	Rule of Law
<p>A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. An understanding of how citizens can influence decision-making through the democratic process.</p>	<p>The need for rules to make a happy, safe and secure environment to live and work. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>
Opportunities in DT	Opportunities in DT
<p>Pieces of group work allow children to ensure and explore the value of all contributions in a group. Allocating roles within groups take place in a fair and democratic way. Children understand the importance of turn taking and sharing equipment. Teaching strategies encourage children to value the contributions of all members of their group.</p>	<p>Tolerance of others work and their views about our products in evaluation. Children are encouraged to use 'constructive criticism' when responding to other people's work. Children understand the value of fairness when needing to share tools and equipment with other children.</p>
Respect and Tolerance	Individual Liberty
<p>Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination</p>
Opportunities in DT	Opportunities in DT
<p>Respect of products and practices from other countries and cultures. When working as a team, children are taught how to respond to the ideas of others, considering the impact of their words. While working on a group project or product, children are taught the importance of sensible compromises so that all children are given the opportunity to use and develop their own ideas.</p>	<p>Children are encouraged to express and share their creativity and thoughts around a project while developing their awareness and ability to do this sensitively and constructively. All contributions are valued equally. Regular discussions with children allow them to offer their thoughts and opinions.</p>



# Developing British Values through GEOGRAPHY at Pilsley

*Democracy, the rule of law, respect, tolerance and individual liberty*

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Opportunities in Geography	Opportunities in Geography
In Geography, children learn about how people work together to make decisions about places and environments. They explore examples of communities voting on how land should be used, how countries agree on shared resources like rivers, and how global organisations make decisions about protecting the planet. In class, pupils are given opportunities to share their views, listen to others, and make group decisions, such as choosing how to present information about a place or deciding on actions to care for the school grounds. These experiences help children understand that everyone has a voice, that choices can be made fairly, and that working together leads to better outcomes for people and places.	In Geography, children learn how rules and laws help people to live safely and fairly in different places. They explore how countries make rules to look after the environment, such as protecting rivers, forests and animals, and how local rules help to keep our communities safe and pleasant places to live. They also find out about global agreements, like those that aim to reduce pollution or tackle climate change. By learning about these examples, children understand why rules are important, how they guide the way we treat people and places, and how everyone has a role in looking after the world we share.
Respect and Tolerance	Individual Liberty
Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination
Opportunities in Geography	Opportunities in Geography
In Geography, children learn about the lives of people in different places and cultures around the world. They explore how communities may live in ways that are different from their own and how everyone's traditions, beliefs and environments should be respected. By studying a variety of countries and comparing them with our local area, pupils develop an appreciation of diversity and learn that differences are something to value. Geography also gives children opportunities to work together, share ideas and listen respectfully to others' viewpoints. This helps them to build tolerance and understanding, both for people in their own community and for those across the wider world.	In Geography, children are encouraged to make choices, share their own ideas, and express opinions about people, places and environments. They learn that they have a voice and that their views are valued, for example when discussing how land should be used, how to care for the planet, or how people might respond to natural disasters. Geography also helps pupils understand that people in different parts of the world may make different choices depending on their needs and circumstances, and that these choices should be respected. By exploring these ideas, children begin to see how their own actions can make a difference locally and globally, and they are supported to take responsibility for their decisions.



# Developing British Values through HISTORY at Pilsley

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<b>Opportunities in History</b>	<b>Opportunities in History</b>
In History, children learn about how people in the past have worked together to make decisions and shape the societies we live in today. They explore the origins of democracy, such as life in Ancient Greece, and look at how the rights of people have developed over time in Britain and around the world. Pupils find out about key events and individuals who campaigned for change, such as the struggle for votes, civil rights, and equality. In lessons, children are encouraged to share their own views, listen to others, and take part in discussions and debates, helping them to understand that everyone's voice matters and that decisions are fairer when made together.	In History, children learn how rules and laws have shaped societies across time. They explore why laws were created in the past, such as early codes of conduct, and how they were used to protect people and communities. Pupils also study how laws have changed, for example through campaigns to end child labour or to improve rights and freedoms. By comparing life with and without fair rules, children come to understand the importance of laws in keeping people safe and treating everyone fairly.
<b>Respect and Tolerance</b>	<b>Individual Liberty</b>
Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination
<b>Opportunities in History</b>	<b>Opportunities in History</b>
Through History, children discover how people have lived in different times and cultures, and how beliefs and traditions have varied across the world. They learn to value and respect these differences while also recognising similarities that connect us all. Pupils study examples of intolerance in the past, such as conflict and discrimination, and reflect on the importance of tolerance and respect in building stronger, fairer societies. This helps them appreciate diversity and understand why kindness and acceptance matter today.	In History, children learn how people in the past have fought for freedom and the right to make their own choices, such as the campaign for women's suffrage or the abolition of slavery. They explore how individuals have stood up for their beliefs and how this has shaped the rights we enjoy today. Pupils are encouraged to express their own opinions when learning about historical events and to recognise that their voices are valued, just as people's voices have been valued in creating change throughout history.



# Developing British Values through COMPUTING at Pilsley

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Democracy	Rule of Law
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. An understanding of how citizens can influence decision-making through the democratic process.	The need for rules to make a happy, safe and secure environment to live and work. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
Opportunities in Computing	Opportunities in Computing
Through Computing, children learn the importance of having a voice and making decisions together. They may take part in class votes using digital tools, work collaboratively on shared projects where everyone contributes, or discuss how technology can be used to solve community issues. Pupils also explore how technology enables people around the world to share ideas, campaign for change, and take part in democratic processes, helping them to see the positive role Computing plays in giving people a voice.	In Computing, children learn the importance of rules for keeping themselves and others safe online. They explore why we need laws to protect personal information, prevent cyberbullying, and ensure technology is used responsibly. Pupils are taught about copyright, respecting the work of others, and following age restrictions for games and websites. This helps them to understand that laws and rules in the digital world are just as important as in real life.
Respect and Tolerance	Individual Liberty
Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Protection of your rights and the right of others you work with. An understanding of the importance of identifying and combatting discrimination
Opportunities in Computing	Opportunities in Computing
Computing gives children opportunities to work collaboratively, share ideas, and communicate with others respectfully. They learn how to treat people kindly in online environments and how to recognise and challenge unkind or disrespectful behaviour. By exploring the use of technology in different cultures and communities around the world, pupils also develop an appreciation of diversity and learn to celebrate the positive ways technology connects us all.	In Computing, children are encouraged to make choices in their learning, such as selecting tools to present their ideas creatively or deciding how to solve problems in coding. They learn about their rights and responsibilities online, including how to protect their privacy and use technology safely. Pupils are supported to use their freedom wisely by making positive choices in the digital world, while understanding how those choices can affect themselves and others..