



Fundamental British Values across our curriculum

	Democracy	Rule of Law	Individual liberty	Tolerance and respect
Art	<ul style="list-style-type: none"> - create group pieces involving discussion and conversations 	<ul style="list-style-type: none"> - laws around copyright and intellectual property 	<ul style="list-style-type: none"> - express own opinions - express thought and feelings about pieces of art - choose from a range of materials to create own art - talk about own art and how they might improve it 	<ul style="list-style-type: none"> - learn about other cultures through traditional art - respond to the work of others - accept constructive feedback
Computing	<ul style="list-style-type: none"> - take part in groupwork and collective enquiry - allocate equipment and responsibilities fairly - use apps to vote on classroom issues 	<ul style="list-style-type: none"> - use technology safely and following online safety rules - report when they see something online that does not follow the rules 	<ul style="list-style-type: none"> - use information technology to create own work, presenting own ideas, information and viewpoint 	<ul style="list-style-type: none"> - know how to respond to others' viewpoints on social media - know how to use technology respectfully - respect the opinions of others when creating online content
DT	<ul style="list-style-type: none"> - work collaboratively on a shared task - opportunities to allocate roles in group work and use equipment safely 	<ul style="list-style-type: none"> - listen to the views of others when evaluating work or products - opportunities to share constructive criticism 	<ul style="list-style-type: none"> - develop own ideas and interests in design work - select the tools and methods they feel are suitable and say why 	<ul style="list-style-type: none"> - respond to the work of others to evaluate own and other's work - Listen to other people's ideas and respect their point of view
Geography	<ul style="list-style-type: none"> - explore how global organisations such as the United Nations work and how they impact on the lives of others - investigate how leaders of a county are chosen 	<ul style="list-style-type: none"> - investigate the laws of different geographical locations and how they differ - explore the impact that laws have on the people living in different geographical locations 	<ul style="list-style-type: none"> - express their views on local issues 	<ul style="list-style-type: none"> - discuss different cultures and beliefs and backgrounds and question misconceptions that may have about them
History	<ul style="list-style-type: none"> - investigate how democracy and democratic decisions have influenced history - make decisions and come to conclusions using historical evidence - Explore the consequences of the decisions made by individuals or groups of people 	<ul style="list-style-type: none"> - find out how rules and laws have influenced or caused historical change 	<ul style="list-style-type: none"> - explore how historical figures expressed their views and beliefs and how their beliefs influenced history - explore where individual liberty has been oppressed and the effect that it had on different groups of people 	<ul style="list-style-type: none"> - listen and respect the views of others, and understand that a different view is equally valid - explore how prejudice and discrimination has influenced history and affected groups of people

MFL	<ul style="list-style-type: none"> - work collaboratively 	<ul style="list-style-type: none"> - explore the rule of law in a different county 	<ul style="list-style-type: none"> - express views and ideas in another language 	<ul style="list-style-type: none"> - show an understanding and respect for the opinions and behaviour of those in other countries - learn about other cultures to develop mutual respect, tolerance and empathy for others
Music	<ul style="list-style-type: none"> - create music together, making decisions and choices collectively - take turns and share equipment - evaluate and make changes, taking everyone's opinion into account 	<ul style="list-style-type: none"> - explore the rules of copyright Understand if and when digital music can be shared 	<ul style="list-style-type: none"> - express preferences about a song, piece of music or performance - create music on a chosen theme or interest Express themselves in a musical performance 	<ul style="list-style-type: none"> - listen to others' views on music and performance - respond to the work of others, taking into account the impact of their words - explore and respect the social, cultural or religious ideas that have influenced the development of music
PE	<ul style="list-style-type: none"> - learn rules for different games and sports - co-operate with others as part of a team - support other team members 	<ul style="list-style-type: none"> - learn about and follow health and safety rules - rules of fair play 	<ul style="list-style-type: none"> - express their own ideas through art, music and play - give an opinion or share an idea about something important to them - have opportunities to express a preference for a particular sport - set personal target and sporting achievement - create own games with rules and scoring systems 	<ul style="list-style-type: none"> - play co-operatively - listen to other in activities - take part in peer evaluation of skill or performance
RE	<ul style="list-style-type: none"> - listen to and respect other people's opinions and beliefs 	<ul style="list-style-type: none"> - compare rules and codes of conduct in holy texts and UK law - consider how different beliefs affect the behaviour of followers 	<ul style="list-style-type: none"> - use evidence, ideas and opinions to draw conclusions - express a view in a sensitive way 	<ul style="list-style-type: none"> - listen to feedback and share conclusions Learn from others including people from different faiths, communities and cultures - listen to and respect the ideas of others
Science	<ul style="list-style-type: none"> - work collaboratively - listen to others' opinions and ideas about scientific stories, theories and hypotheses 	<ul style="list-style-type: none"> - follow safety rules 	<ul style="list-style-type: none"> - express hypotheses and ideas - make predictions - try out an idea or approach through investigations 	<ul style="list-style-type: none"> - work together to plan and share ideas - listen to feedback and share conclusions - decide on roles during shared investigations - learn from others, including experts - listen to and evaluate the ideas of others