



Religious Education and British Values and supporting wider reading.

	Autumn	Spring	Summer
<p><b>Year 1</b> <b>Key Values</b> To explore stories about accepting others, trust and the value of each person and the democratic idea that 'every individual counts'.</p>	<p><b>Values through stories.</b> <b>The Eagle's Egg</b> <b>(Muslim and Christian Examples.)</b></p> <p><i>Story stimulus, drama and discussion.</i></p>	<p><b>Values through stories.</b> <b>The black stone in the Kaaba.</b> <b>(Muslim and Christian Examples.)</b></p> <p><i>Story stimulus, drama and discussion.</i></p>	<p><b>Values through stories.</b> <b>The Good Samaritan</b> <b>(Muslim and Christian Examples.)</b></p> <p><i>Story stimulus, drama and discussion.</i></p>
<p><b>Year 2</b> <b>Key Values</b> Explore and think about how we treat others. Enable pupils to think for themselves about living in communities where everyone is different. It is about promoting tolerance for all and respect for people who are different.</p>	<p><b>We are all the same; we are all different. Share a story and a chance to respond.</b></p> <p><i>'Something Else' by Kathryn Cave</i> <i>'The Whisperer' by Nick Butterworth</i> <i>'Through My Window' by Tony Bradman and Eileen Browne</i> <i>'Say Hello' by Jack &amp; Michael Foreman</i></p>	<p><b>We are all the same; we are all different. Secret messages and an enquiry.</b></p> <p><i>Explore the idea that stories sometimes have secret messages. For example-What might be the secret message in the story of 'Something Else'? To deepen understanding, ask the class: What question would we like to discuss about</i></p>	<p><b>We are all the same; we are all different. Collecting our best ideas and thoughts.</b></p> <p><i>Children to engage with the benefits and difficulties of living with people/being friends with people who are all different.</i></p> <p><i>Children to express positive and negative ideas about how and why it is easy or difficult to share and to care.</i></p>

		<i>the messages in the story today?</i>	
<p><b>Year 3</b> <b>Key Values</b></p> <p>To explore values of liberty, democracy, tolerance and respect for diversity.</p>	<p><b>The Golden Rule. Why it matters to treat others as you wish to be treated.</b></p> <p><i>To explore and discuss expressions of Golden Rules from the world's major faiths. (Christianity, Jainism, Buddhism, Sikhism, Islam, Judaism, Hinduism.)</i></p>	<p><b>The Golden Rule. Why it matters to treat others as you wish to be treated.</b></p> <p><i>To give pupils a chance to apply the Golden Rule. (Instigation of deep discussion related to applying the rule within all aspects of society.)</i></p>	<p><b>The Golden Rule. Why it matters to treat others as you wish to be treated.</b></p> <p><i>To consider and compare the link between British Values and the Golden Rule.</i></p>
<p><b>Year 4</b> <b>Key Values</b></p> <p>To explore values of liberty, democracy, tolerance and respect for diversity.</p>	<p><i>To explore and discuss expressions of Golden Rules from the world's major faiths. (Christianity, Jainism, Buddhism, Sikhism, Islam, Judaism, Hinduism.)</i></p> <p><i>Expression of the Golden Rule through art.</i></p>	<p><i>To explore through visual learning and collage what British means to different people and how the school as whole can express this idea.</i></p>	<p><i>Use scripture to connect British Values to the values of different religions.</i></p>
<p><b>Year 5</b> <b>Key Values</b></p> <p>Rule of Law Individual Liberty Tolerance and Respect.</p>	<p><i>To understand that the rule of law means that all citizens should be equal in the eyes of the law.</i></p> <p><i>(British Law)</i></p>	<p>To explore examples of conflict between religious laws and state laws.</p> <p>(Sikhism-Islam)</p>	<p>To consider philosophical questions associated with religious and civic laws and the powers of social norms in culture.</p>

<p><b>Year 6</b> <b>Key Values</b></p> <p><b>Rule of Law</b> <b>Individual Liberty</b> <b>Tolerance and</b> <b>Respect.</b></p>	<p>To explore in greater depth issues related to the implementation of law around the world.</p> <p><i>(Global Law Issue)</i> <i>Refugees</i> <i>Human Rights</i> <i>Gender Equality</i></p>	<p>To explore philosophical questions.</p> <p><i>Can you respect someone when you disagree with them?</i></p>	<p>To reflect and secure understanding and knowledge of British Values.</p> <p><i>Presentation of chosen themes to a wide audience. (Public speaking)</i></p>
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