



Friskney All Saints
Church of England
Primary School

Friskney Primary Curriculum Mapped to the British Values

Friskney's curriculum is shaped by **three curriculum drivers**—*Inspiration, Excellence, Exploration*

It is underpinned by **Christian values of Love, Trust, Kindness, Hope and Respect.**

The school explicitly promotes the fundamental British values of **Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths & Beliefs.**

Below is a mapped overview showing how these values link to curriculum areas and whole-school practice.

1. Democracy

How the curriculum supports it:

- **School & Worship Councils:** Children vote for representatives, experiencing democracy first-hand.
- **Curriculum Driver – Exploration:** Encourages pupils to question, inquire, and think critically—core democratic skills.

- **PSHE/Jigsaw Curriculum:** Teaches rights, responsibilities and participation in society.

Curriculum Examples:

- **PSHE:** Decision-making, teamwork, debating issues.
- **History:** Learning about democratic developments in Britain.
- **English:** Discussions, persuasive writing and expressing informed viewpoints.

2. Rule of Law

How the curriculum supports it:

- **Behaviour expectations:** “Be Ready, Show our Values, Be Safe” embed understanding of rules and consequences.
- **Worship & Assemblies:** Reinforce why rules protect communities.
- **Curriculum Driver – Excellence:** Emphasises responsibility and structured progression.

Curriculum Examples:

- **PSHE:** Laws, safety, safeguarding, online safety.
- **RE:** Ethical codes and moral laws across faiths.
- **PE:** Rules of games and fair play.

3. Individual Liberty

How the curriculum supports it:

- Children are encouraged to make **safe, informed choices** in their learning within a supportive environment.
- **E-Safety & PSHE** explicitly teach personal freedoms and how to exercise them safely.
- **Curriculum Driver – Inspiration:** Fosters creativity, curiosity, and independent learning.

Curriculum Examples:

- **PSHE/Jigsaw:** Rights, self-expression, personal boundaries.
- **Art & Music:** Creative freedom to explore and express individuality.
- **Reading:** Choice of texts; developing personal interests.

4. Mutual Respect

How the curriculum supports it:

- Deeply embedded in the school's **Christian values**, worship, and behaviour system. Respect is a core expectation and explicitly taught.
- Staff model respectful interactions across the community.
- **Curriculum Driver – Exploration:** Encourages listening, dialogue, and oracy.

Curriculum Examples:

- **RE:** Learning about respect across faiths.
- **PSHE:** Emotional literacy, relationships, restorative approaches, empathy. [friskneypr...mary.co.uk]
- **Group Work Across Subjects:** Collaboration, turn-taking and valuing contributions.

5. Tolerance of Those of Different Faiths and Beliefs

How the curriculum supports it:

- Curriculum encourages understanding of Britain's **cultural diversity**.
- **RE Curriculum:** Explores world religions, beliefs, and practices.
- **Worship & PSHE discussions** address prejudice and discriminatory behaviour.

Curriculum Examples:

- **RE:** Judaism, Islam, Christianity, Hinduism etc.
- **PSHE:** Anti-bullying, inclusion and diversity.
- **Geography:** Global cultures explored through thematic learning.

EYFS Curriculum mapped to each British Value

1) Democracy

- **Class decision-making within Talk for Writing & Continuous Provision:** Children help choose enhancements and story innovations (e.g., adapting *The Three Billy Goats* bridge challenge outdoors), practising taking turns to speak and vote on options—developing pupil voice and fair choice.
- **Choosing areas/activities** during themes like *All About Me* and *Amazing Adventures*: Child-initiated learning time provides structured opportunities to express preferences and negotiate roles (e.g., in role-play areas—*People Who Help Us*, *Chinese Restaurant*).
- **Oracy focus from the whole-school curriculum design** strengthens children’s ability to articulate views and listen to others—early participation skills aligned with democracy.

2) Rule of Law

- **Routines and expectations:** The EYFS timetable and consistent routines (daily phonics, literacy, mathematics; expectation of “cooperate and listen”) build understanding of rules, fairness and consequences.
- **Safety rules in provision:** During *Polar Regions* (ice, snow, melting explorations) and *Seaside* outdoor stages, pupils follow safety instructions (e.g., handling ‘magic snow’, ice, water play), experiencing why rules protect everyone.
- **Games and role-play lawfulness:** In *Pirates & Mermaids*, staff weave in rules of the game (“walking the plank”, treasure hunts with number/CVC cards) and respectful scripts—mirroring school-wide behaviour principles from the British Values page.

3) Individual Liberty

- **Child-initiated exploration** across indoor/outdoor areas (e.g., transient art with autumnal resources; farm shop weighing; minibeast hunts) empowers pupils to choose activities, developing independence within a safe environment.

- **Celebrations & identity** in *All About Me* and diverse festivals (Diwali, Chinese New Year, Easter): Children share family traditions, choose how to represent themselves in art/writing, and practice respectful self-expression.
- **Adaptive support and instant feedback:** Staff “plan in the moment” to scaffold/challenge, removing barriers and enabling every child to pursue interests—echoing whole-school intent to inspire and support all learners.

4) Mutual Respect

- **Values interwoven daily:** The EYFS plan explicitly lists school and British Values (Trust, Kindness, Respect, etc.) threaded through PSED, worship and daily interactions; children learn to cooperate, listen and value others’ contributions.
- **Collaborative projects:** Building the troll’s bridge (English link), planting seeds, and lifecycles investigations require turn-taking, encouragement and shared responsibility—practical habits of mutual respect.
- **Partnership with families** via Tapestry and open-door routines models respectful communication among adults and children.

5) Tolerance of Different Faiths & Beliefs

- **Diverse celebrations embedded:** Diwali, Chinese New Year, Lent/Easter, Remembrance, plus seasonally-linked cultural stories provide first-hand exploration of different beliefs and practices.
- **Wider-world understanding:** *Polar Regions* contrasts environments and lifestyles with the UK; *Amazing Adventures* introduces characters “from the past” and different places—building curiosity and empathy.
- **Visits and cultural capital:** Pantomime at Skegness Embassy Centre, village walk, local farm/wildlife park—children encounter varied communities and traditions respectfully.

KS1 Curriculum mapped to each British Value

Democracy

- **Explorers (local figures)** – Pupils debate “*Who was the greatest explorer?*” and justify their votes using evidence, practising fair discussion and decision-making.

- **Fieldwork: Local Study – The School** – Children design simple surveys about improving the playground and use the results to agree class decisions, modelling pupil voice..pdf)

Rule of Law

- **Monarchy – Kings & Queens** – Learning how monarchs rule, how succession works, and the consequences of leadership decisions builds understanding of rules and governance.
- **Weather (fieldwork routines & safety)** – Using instruments (thermometers, rain gauges,) with clear procedures illustrates why consistent rules keep everyone safe and ensure fair results.

Individual Liberty

- **Space Explorers (Neil Armstrong & Valentina Tereshkova)** – Children explore courageous personal choices that broke boundaries, discussing aspirations and safe freedom to choose challenges.
- **Australia vs UK** – Pupils choose how to present comparisons (maps/aerial photos/descriptions), exercising independence in how they show their learning..pdf)

Mutual Respect

- **First Aeroplane Flight / Toys Through Time** – Paired talk and sharing viewpoints about change over time develops listening and appreciation for others' ideas.
- **Continents & Oceans / The UK** – Learning about places and people around the world cultivates respectful curiosity toward different communities.

Tolerance of Different Faiths & Beliefs

- **Significant Individuals (Rosa Parks, Emily Davison – in Y2 during “How have women changed history?”)** – Early exploration of equality, rights and respect for beliefs/backgrounds.
- **North & South Poles / Hot & Cold Places** – Comparing lifestyles in contrasting environments nurtures understanding that people live differently according to place and culture.

KS2 Curriculum mapped to each British Value

Democracy

- **Ancient Greece – “What did the Ancient Greeks ever do for us?”** – Direct teaching of *demokratia* in Athens; pupils compare governance in Athens and Sparta and discuss legacies for modern Britain.
- **Geography Fieldwork & Enquiry (e.g., “Where does our food come from?”, “Nature’s Energy”, “Boston to Boston”)** – Pupils research, present and defend positions (fair trade, local vs global food, energy mix), simulating democratic debate with evidence.)

Rule of Law

- **Tudors** – Study of legal/religious change (Reformation, dissolution) shows how laws shape society and why lawful processes matter.
- **Battle of Britain / Anne Frank** – Exploration of national/international law, rights, and the consequences when regimes impose unjust laws.
- **Local Studies (Friskney, Boston, Skegness)** – Land-use, planning, conservation and economic activity illustrate how civic rules manage places fairly.

Individual Liberty

- **Explorers (Cook, Flinders, Smith) & Space** – Critical discussion of exploration choices, risks and innovation supports pupils in understanding safe personal freedom and responsibility.
- **Nature’s Energy** – Pupils plan a “new city” energy strategy, exercising choice, creativity and responsibility in balancing options and impacts.

Mutual Respect

- **Maya / Egyptians / Romans / Vikings & Anglo-Saxons** – Encountering diverse civilisations and roles (including notable women and Black Tudors like **John Blanke**) builds respect for contributions across time and cultures.
- **Boston to Boston / Bien Venue en France / Local Studies** – Comparing human and physical geography, migration stories (Pilgrim Fathers), and twinning contexts fosters respectful understanding of different places and peoples.

Tolerance of Different Faiths & Beliefs

- **Pilgrim Fathers (Boston to Boston linkage across History & Geography)** – Religious dissent, migration for freedom of worship, and the renaming of Boston USA model respect for belief-based choices.
- **Ancient Belief Systems (Greeks/Egyptians/Maya)** – Study of gods, rituals and cultural practices promotes open-minded discussion and tolerance.
- **Rainforests – Indigenous Peoples** – Understanding indigenous identities, territories and environmental stewardship encourages respectful engagement with non-Western worldviews.