

Ropsley Church of England Primary School

British Values and Equality (Protected Characteristics) Curriculum Map

This document demonstrates how British Values and equality (including protected characteristics) are taught through the planned curriculum. Evidence references specific curriculum units, enquiries and class texts.

British Values and equality are embedded across the curriculum and the wider life of the school. Pupils experience democratic processes through the school council, develop understanding of rules through behaviour systems, explore ethical issues through Picture News and collective worship, and learn about diversity through RE, PSHE and the wider curriculum

Whole School Approaches

Approach	British Values Link	What it looks like in practice
School Council / Pupil Voice	Democracy	Pupils elect representatives to the school council. Members gather views from their classes and meet regularly to discuss school improvement, fundraising and pupil wellbeing. Pupils learn how democratic processes work and understand that everyone's voice matters.
Class Rules and Behaviour Expectations	Rule of Law	Each class agrees shared expectations at the beginning of the year. Pupils understand why rules exist, how they keep people safe and what happens when rules are broken. Behaviour systems reinforce fairness, responsibility and accountability.
Picture News in Collective Worship	Democracy, Individual Liberty, Respect	Weekly Picture News sessions allow pupils to explore current events, hear different perspectives and discuss ethical questions. Pupils practise respectful debate and learn that people may hold different viewpoints.

PSHE (Jigsaw) Programme	All British Values	Structured PSHE lessons explore relationships, respect, equality, wellbeing and responsible decision making. Pupils discuss fairness, diversity and the importance of treating others with kindness.
Collective Worship and School Values	Respect and Tolerance	Worship explores themes such as friendship, trust, respect and love. Pupils reflect on how these values guide behaviour and relationships within the school community.
Inclusive Curriculum	Respect and Tolerance	Subjects such as history, geography, RE and literature expose pupils to diverse cultures, beliefs and traditions, helping them understand and respect differences.
Celebration of Festivals and Cultural Events	Respect and Tolerance	Pupils learn about festivals such as Christmas, Easter, Diwali and Holi through RE and collective worship, developing understanding of different faiths and traditions.
Anti-Bullying Work	Mutual Respect	The school promotes kindness and respect through anti-bullying policies, awareness activities and discussion about friendship and inclusion.
Leadership Opportunities for Pupils	Democracy / Individual Liberty	Pupils take on responsibilities such as monitors, worship leaders, eco-representatives or sports leaders. These roles help pupils develop responsibility and confidence.
Team Sports and Collaborative Learning	Respect / Social responsibility	PE and group learning activities encourage cooperation, fair play and respect for others. Pupils learn to work as a team and support each other.

Classroom Learning

Phase	Theme	Pupil Statements	Curriculum Evidence (Units / Texts)
Year 1-2	Democracy	I can share my ideas and listen to others. I understand that everyone's voice matters.	English: Discussion of characters and viewpoints when reading traditional tales and familiar stories. Maths: Collaborative reasoning and problem solving. PSHE (Jigsaw): 'Being Me in My World' – creating class rules and responsibilities. Collective Worship: Picture News discussion encouraging pupils to share opinions.
Year 1-2	Rule of Law	I understand why rules exist. I know rules help keep people safe.	History enquiry: 'How do we know about the events of 1666?' (Great Fire of London). Computing: Online Safety unit. PSHE (Jigsaw): 'Celebrating Difference' – understanding behaviour and fairness.
Year 1-2	Individual Liberty	I can make choices and express my ideas. I understand that choices have consequences.	English: Exploring character decisions in traditional tales and narrative texts. PSHE (Jigsaw): 'Dreams and Goals' – setting personal goals and making choices. Reading: Pupils discuss whether characters' actions are right or wrong.
Year 1-2	Mutual Respect & Tolerance	I can respect people who are different from me.	RE unit: 'What do stories from religious traditions teach about God?' RE unit: 'What do creation stories teach people about God and human nature?'

		I can learn about different beliefs.	Geography: Local area study – understanding community and place. Music: Learning and performing songs from different traditions.
Year 3–4	Democracy	I can listen respectfully to different opinions. I understand how decisions can be made in groups.	English: Whole-class reading discussions around 'Stone Age Boy' and 'Stig of the Dump'. PSHE (Jigsaw): 'Being Me in My World' – teamwork and decision making. Computing: Collaborative digital presentations.
Year 3–4	Rule of Law	I understand why laws and rules exist. I can discuss fairness and justice.	History enquiry: 'How did the Romans change Britain?' – law, order and society. Computing: Online Safety and responsible digital behaviour. PSHE: Discussions about responsibility and behaviour.
Year 3–4	Individual Liberty	I can express my ideas respectfully. I can make responsible choices.	English: Discussion of character choices in 'Stone Age Boy'. PSHE (Jigsaw): 'Dreams and Goals'. Design & Technology: Collaborative design projects requiring decision making.
Year 3–4	Respect & Diversity	I understand that people have different beliefs. I can respect different viewpoints.	RE unit: 'What does pilgrimage mean to individuals and communities?' RE unit: 'Which religious communities can we find in our neighbourhood?' Geography: Study of global environments and how people live in different regions. Art: Studying artists from different cultures.

Year 5–6	Democracy	I can debate ideas respectfully. I understand democratic discussion.	English: Debate and discussion linked to texts such as 'Shackleton's Journey'. PSHE (Jigsaw): Pupil voice and leadership opportunities. Computing: Collaborative data projects and presentations.
Year 5–6	Rule of Law	I understand why laws exist. I can discuss justice and fairness.	History enquiry: 'Battle of Britain' – leadership, conflict and national decision making. Computing: Online Safety and digital citizenship. PSHE: Rights and responsibilities.
Year 5–6	Individual Liberty	I understand that freedom includes responsibility. I can express my beliefs respectfully.	RE unit: 'How do people choose between right and wrong?' Reading: Discussion of ethical dilemmas in texts such as 'Grace Darling'. PSHE (Jigsaw): 'Healthy Me' – making responsible choices.
Year 5–6	Respect & Protected Characteristics	I understand that everyone should be treated fairly. I can appreciate diversity and different beliefs.	RE units: 'How do people express their beliefs through worship?' and 'What is my worldview?' History: Ancient Greece – origins of democracy and cultural influence. Geography: Global studies exploring how people live in different environments.