

How we Foster the Fundamental British Values in the English/Literacy Curriculum

Democracy

- Debates and persuasive writing, focussing on issues in the news and media as well as those important to the lives of our pupils
- Accreditation units looking at issues in the wider world, jobs in the community and news of the world e.g. Communicating Experiences
- Information texts and studies on a range of issues allow pupils a platform in which to discuss their findings and report back on them
- Newspaper writing and reports whether they be written or spoken show an understanding of democracy and the freedom of speech

Mutual Respect

- Stories that raise issues and dilemmas as well as units which allow debate and persuasive discussion
- Speaking and listening skills promote the understanding of turn taking and taking on the views of others, promoting mutual respect and tolerance of different views



The Rule of Law

- Stories that raise issues and dilemmas provide opportunities for pupils to discuss moral issues and how law enforcement provide support to communities
- Units of work on people who help us and the different jobs the pupils may do when they are older, provide opportunities for discussion
- Accreditations provide platforms for learning about the rule of law, especially the 'Communicating Experiences' and 'Shakespeare' units
- Non-fiction units on instructions and explanations provide awareness on the rules and structures involved in different parts of society and their lives
- Respecting the rules and structures involved with the accreditations (for pupils who sit accreditations and exams)

Individual Liberty

- Units considering war and historical issues, (e.g. Exploring Poetry—War Poetry; KS3 'Britain' theme,) providing opportunities to discuss freedom and privileges
- Links with the PSHE and computing curriculum
- Non-fiction units and lessons considering enterprise skills allow pupils to develop their awareness of Individual liberty

Tolerance and Respect of Opinions and Diversity

- Stories from different cultures, as well as involvement of storytellers from different faiths
- Poetry from other cultures promotes discussion of the countries in which the poems originate as well as looking at the history and language used
- Autobiographies allow awareness of people in history and their culture

Fundamental British Values in the English/Literacy Curriculum at Chadsgrove School

Democracy

Reports

Persuasion – Persuasive letter writing & discursive essays

Discussion

Stories that raise issues and dilemmas

Newspaper report writing

Structuring a text – Newspapers

Reading and responding to a text

Functional English units



Individual Liberty

Stories with familiar settings

Myths and Legends

Fiction from our literacy heritage

Recounts / Reports and

Information texts

Speaking and listening – discussion/ presentation on a topic

Communication Skills – OCR 'life and living'

Mutual Respect

Traditional tales

Information text / recount

Discussion and Persuasion

Stories that raise issues and dilemmas

Biography / Autobiography

Responding to a text - Functional English

Speaking and listening – discussions on a topic

Communication skills – OCR 'life and living'

The Rule of Law

Fables

Recounts

Discussion and Persuasion

Stories that raise issues and dilemmas

Shakespeare

Historical settings

Exam skills – WJEC Entry level,

Functional skills Entry Level, ASDAN

Personal Progress units, OCR 'Life and Living' units

Tolerance and Respect of Opinions and Diversity

Stories from different cultures

Stories with fantasy settings

Poem Structure—Haiku, Tanka,

Cinquain and Kennings

Poem structure—Spoken Rap

Information texts

Autobiography / Biography

Speaking and listening –discussion/ presentation on a topic

Functional English