

British Values in Year 1 Sunflower Class

A Focus on Democracy

Here is an account of some of the activities that the Year 1 children have done this year, to help them begin to understand British Values at a simple level.

Personal Values

To introduce British Values to the children, we first played a game, where the children had to stand up if they for example:



Children with long hair.

- have long hair
- wear glasses
- have a sister
- like football
- can speak another language
- live in Laceby
- were born in this country

This activity helped the children to begin to form their own personal identity. The children were then encouraged to think of other examples:

- clubs we belong (Beavers, dancing, gymnastics, football etc.)
- what we are good at (sport, reading, maths etc.)
- which people are important to us (family, friends, teachers etc.)
- what we believe in (God, Jesus and other religions)

So the children then began to realise that what you **value** also makes up part of who you are.

They then played the 'thumbs up/down' game. If I said a word they valued, then they put their thumbs up. If they didn't value the word, their thumb went down. (Examples of some of the words were: honesty, caring, laziness, fun, rudeness, kindness, hurtful etc.)

The children soon realised that they were all choosing the positive words, therefore giving them a class identity and shared values.



The thumbs up game.

This experience of personal and whole class values then led on to a discussion about values for our whole country.

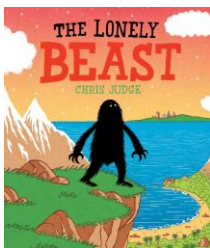
British Values

The children were then asked whether a country could have values. 50% thought a country could have values and 50% were not sure.

We looked at a map and discussed how we all live in Great Britain.

The children were then introduced to the word 'Democracy'. Through partner talk they discussed this higher order question: **If just one person was in charge of our country and made all the laws and decisions about how our country was run, would that be right?** It didn't take the children long to realise that this wouldn't be fair and that not everyone would get a say. We then talked about how people in Britain can vote for the people who make the laws and decide how the country is run.

The children were then asked to think about whether they had ever voted in school. They immediately remembered voting for head boy and head girl at the beginning of the year.



They also recalled a role-play session they had done in an English lesson about the story of *The Lonely Beast* by Chris Judge (*A Power of Reading* book). In the story, the Mayor of the city decides that the Lonely Beast can come and live in the city park. He makes this decision without consulting any of the residents. During this lesson, the children decided that everyone should have a say, because not everyone would be happy with this decision.

This then led on to valuable discussion work. The children were asked the question: Can I consider different points of view? Through additional questioning (see examples below), the children began to consider both sides of the argument.

Is this a good place for the Beast?

Why is it good for him?

Do you think he will make any friends?

There are people living close by.

Who are they? Are they old or young?

Do they live alone?

How long have they lived there?

How do you think they might feel about the Beast staying so close by?

Do you feel that inviting the Beast to stay in their park is fair to them?

This led on to further role-play, where the children imagined that one of the neighbours was not happy about the Beast living near to their house. The children role-played a resident's meeting. They prepared questions and then entered into a very thoughtful debate (see examples below):

Eliza asked: 'Why don't you want the Beast living in the park?'

Mollie (the unhappy resident): 'He might ruin our beautiful park. He might squash all of our plants.'

James said: 'If we let the Beast live in our park, will we be safe? What if he tries to attack us? We don't even know him.'

Libby said: 'What if we ask him to look after the park, do all the gardening and water the plants? If he was helping us, then wouldn't that be OK?'

Mollie (the unhappy resident): 'We don't know anything about him. The Mayor doesn't know anything about him either. He might want to eat us!'

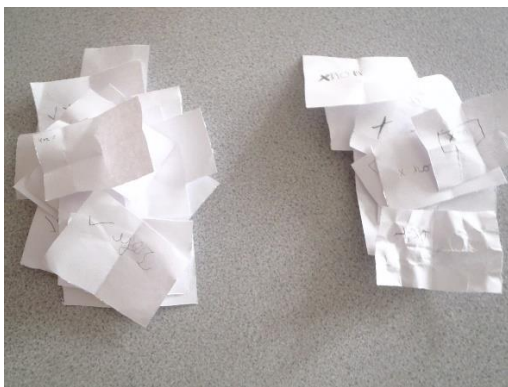
The children then considered: What they would do if they were the Mayor.



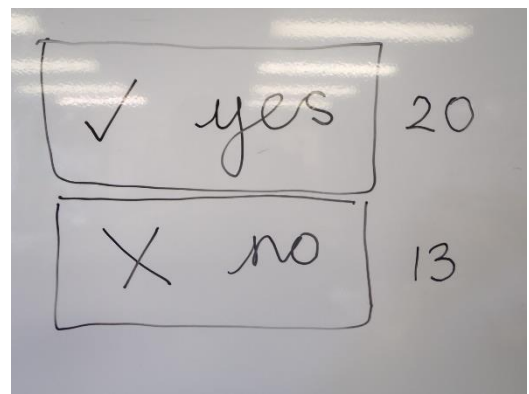
After a lot of discussion, the children decided that there should be a vote. So the children all voted on a slip of paper and waited for the votes to be counted.



Ballot papers.

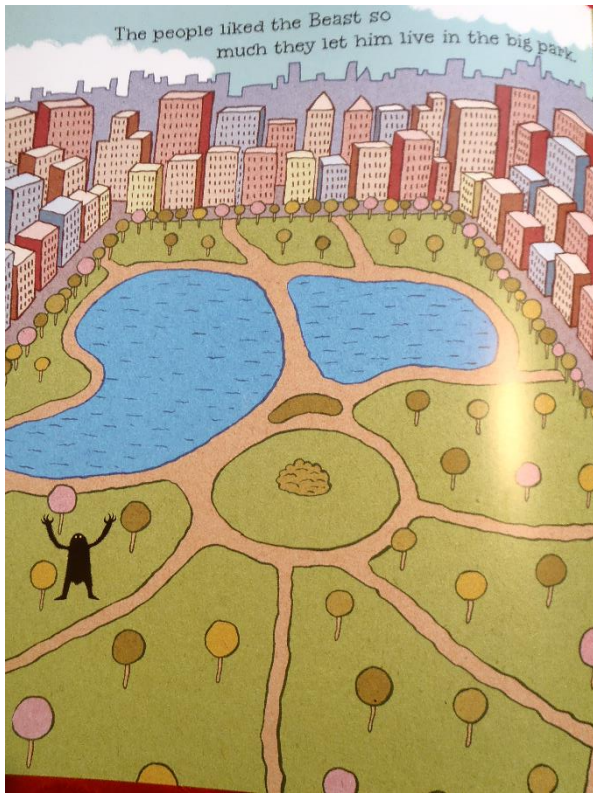


'Yes' and 'No' votes.



The children eagerly waited to hear the result of the ballot. The Mayor was interviewed on TV before the result was declared. Oliver (The Mayor) explained: 'In this city, we make sure that it's fair and that everyone can say what they think. We are voting to see if the people of the city would like The Lonely Beast to move into our park.'





It was a happy result for the Lonely Beast. The people of the city had spoken. He was allowed to live in the city! This activity made the children realise the importance of democracy in British society.

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June 2018

