

British Values at AHMAT



Democracy

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In the AHMAT curriculum, **democracy** is developed through *classroom and school-wide opportunities* where pupils learn that their views matter and can influence outcomes. In PSHE sequences and school council activities, pupils discuss topics such as *rights and responsibilities, fairness and decision-making*, which are then linked to *historical contexts* in topics like *Vicious Vikings!* and *Off With Their Heads!* where pupils learn about changes in leadership, the rise and fall of rulers and how societies made collective decisions. When pupils engage in debates linked to these topics (e.g. discussing why communities choose certain leaders), they practise democratic discussion and respect diverse opinions. This value is also reinforced via RE when exploring how different religious communities make shared decisions and live in harmony within British society.



Rule of Law

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Understanding the **rule of law** is embedded through thematic curriculum work that shows how *laws and codes governed communities past and present*. For example, in the *Vicious Vikings!* topic, pupils investigate how Vikings created laws and how justice operated in their societies, giving direct links to discussion about why laws matter for safety and fairness. In *Off With Their Heads!* (studying monarchs and government), pupils compare how rule of law changed over time and what rights citizens gained under different rulers. In PSHE and RE, discussions about school rules, community rules and the laws that protect individual freedoms help pupils to make links between curriculum learning and British society today.



Individual Liberty

Individual Liberty

AHMAT's curriculum encourages **individual liberty** by enabling pupils to express and reflect on personal identity and choices within thematic units as well as in discrete PSHE and RE lessons. In *Once Upon A Time*, pupils explore characters' choices and consequences, supporting reflection on self-expression and agency. In *Down in Africa* and *Frozen Kingdom*, pupils learn about diverse ways of life and are encouraged to make independent interpretations of cultural practices, landscapes and stories. Throughout this work, pupils develop confidence to express their viewpoints, recognise their rights and practise *respectful debate*, strengthening their understanding that individual liberty must be balanced with responsibility.



Tolerance

Mutual tolerance and Respect

Mutual respect is a core thread across the AHMAT curriculum, seen in how pupils engage with *diverse histories, peoples and cultures*. In *Down in Africa*, pupils learn about African societies and cultural traditions, promoting respect and empathy for differing worldviews. In *Shackleton's Journey*, pupils reflect on teamwork, resilience and valuing each other's contributions in the context of Antarctic exploration. Across *RE*, pupils explore beliefs and practices from different religions, intentionally fostering respect for people of all faiths and none. PSHE sequences on relationships, conflict resolution and diversity reinforce respectful attitudes, helping pupils to connect curriculum content with respectful behaviours in school and beyond.

Tolerance is developed both in **RE** and thematic topics that explore *global cultures and communities*. In RE, pupils study a range of religions and worldviews using the Pan-Berkshire syllabus, gaining understanding and empathy for beliefs different from their own. In *Down in Africa* or *Frozen Kingdom*, pupils learn about the ways communities adapt to their environments and celebrate cultural practices, enabling them to appreciate diversity. In *Once Upon a Time*, where stories may originate from varied cultural traditions, pupils reflect on moral lessons from different cultures, promoting tolerance. Combined with PSHE work on anti-bullying, inclusion and equality, pupils learn to celebrate diversity and challenge prejudice.