



The British Values Curriculum at Brownlow Fold



Purpose of Study

At Brownlow Fold we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers. We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our setting fully prepared for life in Modern Britain. The key values we teach provide children with the fundamental knowledge and skills they need to contribute to society. These include:

Democracy

An understanding of how citizens can influence decision-making through the democratic process.

The Rule of Law

An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.

Mutual Respect

An understanding of the importance of identifying and combatting discrimination.

Tolerance for those of different faiths and beliefs

An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Individual liberty

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law

Aims

At Brownlow Fold Primary School, we aim to ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and in particular; RE, PSHE, History and Assemblies provide opportunities to deepen and develop knowledge and understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the World. At Brownlow Fold Primary, we uphold and actively promote the British Values of Democracy, The Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs and individual liberty.

The Brownlow British Values Curriculum Long Term Plan

Democracy

Democracy is defined as a system of government by the whole population or through elected representatives. This refers to a group of people having equal rights and the freedom to choose how to be treated, rather than when one person has all the power and makes all the decisions. The democratic process also links closely to the way in which we vote for an individual person or group of people to represent us. At Brownlow we value the importance of the democratic process as we believe that everyone, should have the right for their voice to be heard and the opportunity to contribute to school development. We recognise that the school development is a responsibility of our whole-school community including pupils, staff, governors, and parents and at regular opportunities these members of our community engage in interviews, questionnaires, and meetings to ensure that each stakeholder can contribute to and have an understanding of how citizens can influence our decision-making and growth as a school. We promote the democratic process throughout school to teach our pupils that:

- They are always listened to and feel they can share their ideas, thoughts, and opinions.
- Listening carefully to and showing concern for others is of high importance.
- Every individual has the right to their opinions and voices to be heard and respected.
- Ownerships is important with regards to their own school but also their own learning and progress.
- Personal and social responsibility is fundamental to everyday life

Whole School

Annual pupil roles and responsibility election process at the beginning of each year – children are taught what the democratic process is, pupils opt in for the potential to become representatives and promote their views and values through candidate campaigning.

Regular opportunities for pupil voice – school council collect feedback on the playground using surveys and general pupil surveys completed as whole-classes. School council then meet regularly with Bright Leader to discuss issues raised by different classes and to feedback pupil voice.

School council create plans to act upon feedback.

School council display raising awareness of representatives, key messages etc. Children have opportunity to use suggestions box throughout the day if no representative available.

School council assemblies discussing key whole-school messages, initiatives etc.

Opportunities for pupil leadership and responsibility jobs created through an election process in classes.

Pupil engagement with class charters – establishing class rewards

School council and occasionally other pupils involved in and contribute to the application process of new staff.

Whole-school assemblies linked to British values

Parent views shared and acted upon based on parental surveys, and questionnaires.

Curriculum links to democracy through PSHE, RHE, History and Religious Education curriculum offer.

PSHE curriculum promotes opportunities for voting, discussion, and debates.

Celebration events such as Black History Month through different curriculum disciplines including Art, Poetry, Stories, Historical events, Geography, Religious Education and Cultural Education.

Anti-bullying week drama workshop.

Self-Regulation area in all classrooms to help students develop democratic competencies such as decision making skills, being encouraged to express their views and feelings,

Using teaching and assessment practices such as co-operative learning, peer-assessment and debate to promote democracy and facilitate competencies.

EYFS	Key Stage One	Key Stage Two
PSHE – update with Sep 2026 expectations Listen attentively and respond to what they hear with relevant questions, comments and action when being read to and during whole class discussion and small group interactions. History: Talk about the lives of the people around them and their roles in society. Children work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously (focus on listening carefully to pupil voice.) Religious and Health Education: Listen to stories about leaders or founders within faiths. The provision of the EYFS classrooms are set up with different stations and activities to allow children the choice and to provide opportunities for them to express themselves. Opportunities for voting for class book at story time, songs to sing when lining up etc.	PSHE – update with Sep 2026 expectations History Knowledge of the lives of significant individuals in the past. To understand the term 'Head of State'. To know and recognise the purpose of the reign of a Monarch. To understand the meaning of the word 'parliament'. Religious Education: Children ask and respond to questions about what individual and communities do, and why, so that pupils can identify what difference belonging to a community might make.	PSHE – update with Sep 2026 expectations History Understand the different forms of government To know how Edward the Confessor came to be King of England. To know how Viking Society was structured similarly to Anglo Saxons. To know in the 1830s Britain saw a surge of power and world dominance, as Queen Victoria took to the throne in 1837. To understand how religious and political decision-making impacted on life in the past Religious Education: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Rule of the Law

The rule of law is defined as the framework that underpins open, fair, and peaceful societies, where citizens and businesses can prosper. It is essentially about ensuring that rules and laws are implemented for citizens to have a happy, safe, and secure environment to live and work. This refers to the rules and laws put in place throughout society by governments, policy, places of work, parents, teachers, and individual citizens to regulate behaviour and avoid conflict or harm. At Brownlow Fold we value the importance of establishing and promoting clear ground rules and boundaries as well as following national laws to ensure that our school setting is as a happy, safe, and peaceful environment for everyone. We recognise that in order for laws to be effective, it is our duty, alongside parents/carers to teach the children respectful and positive behaviours and to consider the consequences of breaking rules or demonstrating inappropriate behaviour and actions. We promote the rule of law to teach our pupils that:

- Rules and laws obtain and continue a balanced level of safety, fairness, order, and justice.
- Rules and laws form the basic values and moral of our legal system.
- We all have human rights which should be respected and protected.
- Understanding the legal system aids society and is a vital part of child development to prepare them for adult life.
- We all have a part to play in abiding by rules and following the law.

Whole School

Our school ethos and behaviour policy revolves around positive relationships and behaviours. These are modelled by staff on a daily basis to ensure children experience what good behaviour looks like. Pupils regularly engage in discussions and assemblies linked to right and wrong and consequences of actions, behaviours. Each class follow a set of clear and fair rules that children have taken ownership of. Behaviour expectations are visible around school and displayed in all classrooms. Children have a clear view of learning rules at all times. Behaviour around school focuses on promoting good choices, self-regulation and where poor choices are made or a lack of respect is shown children attend reflection time. High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly. Clear and fair consequences are established and consistently followed when rules are broken, making links between choice of actions and the context of the wider world. Pupils learn that there are consequences to breaking rules and law in school and in society. Continual classroom discussion about right and wrong through a variety of channels; playground rules, rules for personal safety, PSHE curriculum etc. → Visits from authorities- police, PCSO, fire service, NSPCC etc. to discuss rules and projects. School actively promotes good attendance and has clear procedures for those with poor attendance. Staff abide by a code of conduct policy which sets out clear rules to abide by.

EYFS	Key Stage One	Key Stage Two
The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to follow rules. Children explore rules through: ▪ staying safe ▪ handling scissors, equipment etc. ▪ organisation ▪ amount of children in each station. ▪ communication ▪ taking turns, sharing etc. PSHE – update with Sep 2026 expectations	PSHE – update with Sep 2026 expectations Talk about rules and age restrictions that keep us safe. (Links to who is responsible for administering medicines and the rules for using them safely. Understand what a rule is and that we follow rules to help each other. (Links to playing games, similar to instructions etc. Talk about rules that keep us safe, including online. (Age restrictions for social media, not sharing personal information online etc.) History: Laws protecting children in employment and right to an education. Fire Safety rules linked to The Great Fire of London. To know some of the rules followed by people in the past. Religious Education:	PSHE – update with Sep 2026 expectations Understand the importance of taking medicines correctly and using household products safely. (Links to staying safe around medicines and other household substances/products. Weighing up the importance of following the rules and the risks/dangers without.) Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. Identifying reasons for following age regulations and restrictions. (Applying SMART targets to scenarios.) History: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children throughout the history curriculum look at the role of parliament and are taught how the rule of law is fundamental to our society and there are effects if laws are ignored. Religious Education:

	Recall and talk about some rules for living in religious traditions (Christianity – Ten Commandments, Islam – taking shoes off to enter a mosque, Jewish rituals, and practices during festivals) Science Performing simple tests. (working as a team, safe handling of equipment.) Find out about the basic requirements and rules to care for a plant. (suitable amounts of water, light, and temperature.) Describe basic need for an animal and human to survive. (rules including water, food, hair, exercise, balanced diets, and hygiene.) Physical Education: Children learn the basic rules of keeping safe around equipment, using equipment and how to work as part of a team. Computing: Children learn to identify simple SMART rules that can be applied for their safety and support their health/well-being. Children begin to understand that rules may change in context, based on where they are, what they are doing and who they are with	Give examples of rules for living from religious traditions and suggest ways in which they might help believers with difficult decisions. (Links with Jesus' rule in Christianity – love God and love your neighbour.) Science: Setting up simple practical and comparative enquiries. (Rules for a fair test, how to accurately gather data etc.) Explore the requirements of plants for life and growth. (links to air, light water, nutrients and how these amounts/rules may vary from plant to plant.) Recognise that light from the sun can be dangerous. (Sun-safety rules) Physical Education: Children learn the rules in different sports including cricket, football, rounder's, Children learn the importance of fair play and abiding by rules to achieve end goals/matches. Children engage in bikeability sessions, focusing on safety on the roads. Children learn the rules of the roads, potential dangers, and consequences. Water safety during swimming lessons. Computing: Children learn about age restrictions set out under the law for different social media platforms PSHE: Understand that there are rules and laws surrounding the use of medicines, drugs, and household products. (Age restrictions for legal alcohol/drugs and laws prohibiting use of illegal drugs.) Explore how law protects our rights and how to respond respectfully if something is not within the law. (Links to human rights, consent, etc) Identifying strategies for keeping safe in the local environment or unfamiliar places. (Links to stranger danger, road safety, water safety, basic first aid etc.) Religious Education: Compare religious moral rules with non-religious moral principles. Science:
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		Planning different types of scientific enquiries to answer questions. (Carrying out fair tests, gathering data and measurements accurately.) Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function. (Links to rules for safe use of drugs and the laws which surround this.) Computing: Children learn how UK laws (copyright, data protection, terms and conditions etc) regulate and governs the use of online technology and how it relates to other legal standards across the world.
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Mutual Respect

Mutual respect is defined as a proper regard for the dignity of a person or position. It is linked to the understanding that we all don't share the same beliefs and values and that despite these differences, everyone has the right to their values, ideas, and beliefs to be respected without others imposing their own views on them. Mutual respect is the foundation for honesty, trust and meaningful communication and is an important factor in creating positive and healthy relationships. At Brownlow Fold, we value that mutual respect is essential to forming healthy relationships and therefore ensure that promoting respect is at the centre of and heart of everything we do. We recognise that in order to create a respectful culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect throughout school to teach our pupils that:

- Diversity is something to be celebrated and embraced.
- We should respect an individual's difference which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background.
- It is important to tackle stereotyping, labelling, prejudice, and discriminatory behaviours.
- Safe, positive, and healthy relationships are created where mutual respect is reflected.

Whole School

Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect looks like. Pupils regularly engage in discussions and assemblies linked to respect for themselves and for others. Behaviour expectations are visible around school and displayed in all classrooms. Children have a clear view of learning rules at all times. Behaviour around school focuses on promoting good choices, self-regulation and where poor choices are made or a lack of respect is shown children complete reflection logs. High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly by all staff. Weekly celebration assemblies take place whereby pupils receive various awards such as Star of the Week, The Teddy Award etc. Children are chosen to represent our school through leadership responsibilities and as role models in the many and varied pupil roles and responsibilities. Theme days are celebrated to represent respect for different cultures, faiths, and beliefs Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc. Regular assemblies raising awareness of others with a focus on respect and tolerance, e.g. black history month, Ramadan, Christmas etc. Assemblies share stories, images, music, events, and festivals to show different lifestyles. The equality policy outlines protected characteristics for all to follow. Eco council support litter picking in school grounds to show respect for our environment.

EYFS	Key Stage One	Key Stage Two
PSHE – update with Sep 2026 expectations History: Know similarities and differences between themselves and others, and among families, communities, and traditions. Staff provide stories and role-play opportunities for different jobs, different families, and religious traditions. Know some similarities and differences between things in the past and now. Religious Education: How to show respect for one another. (Explored the idea of everyone being individual, unique and valuable.) Art: Children begin to give simple opinions about the works of a chosen artist, craft maker or designer. Music:	PSHE – update with Sep 2026 expectations	PSHE – update with Sep 2026 expectations PSHE: Learning about stereotypes. (Learning typical stereotypes between girls and boys – linked to colours, toys, jobs, aspirations etc.) Discussing what discrimination means and how to challenge it. Recognising that our own behaviour can affect other people Listening to and responding respectfully to a wide range of people. Recognising the importance of self-respect and how to respect others. Respecting and recognising the differences and similarities between people. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. Recognise what seeking and giving permission (consent) means. Recognising that no means no and that this decision must be respected. Discussing what discrimination means and how to challenge it. Recognising that our own behaviour can affect other people.

Children begin to broaden their understanding of music, recognising and listening to different types. Classroom Provision: The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to demonstrate respect. Staying safe - handling scissors, equipment etc. without snatching Organisation - using quiet indoor voice, Communication - playing fairly, - sharing with others, taking turns, - listening, and responding to their peer		Respecting and recognising the differences and similarities between people. Describing how to respect others. Respecting/recognising the differences/ similarities between people. Debating topical issues with respect. Identifying the importance of having compassion towards others. Explaining how to show care/concern. History: Expressing opinions and beliefs through different historical time periods. Children are taught to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these ideas with the expectation that they will be listened to. When discussing what it means to be British and how this is demonstrated in different time periods, children can celebrate our heritage whilst embracing the ties which bind us together. e Religious Education: Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Explore the meanings of some big moral concepts. fairness, freedom, truth, honesty, kindness, peace and what they look like in everyday life Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Art: Children begin to understand the historical and/or cultural significance of a chosen artist/art form. Children understand and explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation. Music: Children listen to, appreciate music of different styles
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		Children share personal opinions on different genre types and provide justifications for opinion MFL: French: Children begin to learn French vocabulary and begin to draw upon comparisons to the United Kingdom
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Tolerance

Tolerance is defined as the ability or willingness to tolerate the existence of opinions or behaviour that someone else dislikes or disagrees with. Tolerance is closely linked with the offering of mutual respect as it recognises that we all don't share the same beliefs and values and that despite this everyone has the right to be treated fairly and with tolerance and respect. At Brownlow Fold we value that being tolerant is essential to forming healthy relationships and therefore we ensure that promoting respect and tolerance is at the centre of and heart of everything we do. We recognise that in order to create a respectful and tolerant culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect and tolerance throughout school to teach our pupils that:

- Diversity is something to be celebrated and embraced.
- We should respect an individual's difference which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background.
- It is important to tackle stereotyping, labelling, prejudice, and discriminatory behaviours.
- Safe, positive, and healthy relationships are created where mutual respect is reflected.
- Tolerance and respect enable them to deal with conflict and disagreements and reach a mutual resolution.

Whole School

Our school ethos and behaviour policy revolves around our core values. Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect and tolerance towards others looks like. Pupils regularly engage in discussions and assemblies linked to tolerance towards others. Behaviour around school focuses on promoting good choices, self-regulation and where poor choices are made or a lack of respect or tolerance is shown children are asked to reflect on their choices. High expectations of behaviour are established at the beginning of each academic year and revisited regularly. Opportunities for children to work with a range of children across the school of different ages, beliefs, backgrounds. This is completed various pupil roles such as Play Leaders, Mental Health Champions etc. Theme days held to represent respect for different cultures, faiths, and beliefs – Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc. Cultural days completed in school learning about different musicians, genres of music etc. Regular assemblies raising awareness towards the diversity of others with a focus on respect and tolerance e.g. black history month. Assemblies share stories, images, music, events, and festivals to show different lifestyles. Consequences in place for children who do not demonstrate respective or tolerant behaviour. Children are challenged on views which may be deemed as discriminatory. All staff are responsive to current issues in society on a national and global level. Curriculum links to tolerance through PSHE, RHE, History and Religious Education.

EYFS	Key Stage One	Key Stage Two
PSHE – update with Sep 2026 expectations History: Know similarities and differences between themselves and others, and among families, communities, and traditions. Know some similarities and differences between things in the past and now. (Links to change because of the past – war, remembrance day etc.) Religious Education: How to show respect for one another Art: Children begin to give simple opinions about the works of a chosen artist, craft maker or designer. Music: Children begin to broaden their understanding of music, recognising and listening to different types.	PSHE – update with Sep 2026 expectations History: Life for children in Victorian times. Empathy between life of the rich and the poor. Religious Education: Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise that stories show religious figures demonstrating respect to others. Recognise that sacred belongings should be treated with respect. Links to having clean hands or dressing in certain ways. Art: Children learn to describe what they think and feel about the work of a chosen artist, craft maker or designer in sensitive way. Music:	PSHE – update with Sep 2026 expectations Learning about stereotypes - stereotypes between girls and boys linked to colours, toys, jobs, aspirations etc. Discussing what discrimination means and how to challenge it. Recognising that our own behaviour can affect other people. Listening to and responding respectfully to a wide range of people. Recognising the importance of self-respect and how to respect others. Respecting and recognising the differences and similarities between people. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. Recognise what seeking and giving permission (consent) means. (recognising that no means no and that this decision must be respected.) Discussing what discrimination means and how to challenge it. Recognising that our own behaviour can affect other people.

Classroom Provision: The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to demonstrate respect. Staying safe ▪ handling scissors, equipment etc. without snatching Organisation ▪ using quiet indoor voice, Communication ▪ playing fairly, ▪ sharing with others, taking turns, ▪ listening, and responding to their peer	Children begin to understand that music is made in different countries in the world and that there are different styles of music.	Respecting and recognising the differences and similarities between people. Describing how to respect others. Respecting/recognising the differences/ similarities between people. Debating topical issues with respect. Identifying the importance of having compassion towards others History; Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and society. Religious Education: Express ideas about right and wrong, good, and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews Explore the meanings of some big moral concepts. (Linked to fairness, freedom, truth, honesty, kindness, peace and what they look like in everyday life?) Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Art: Children understand and explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation. Music: Children share personal opinions on different genre types and provide justifications for opinion. MFL: French Children begin to compare different traditions and celebrations between France and the UK
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Individual Liberty

- Individual liberty is defined as the right to believe, act, and express oneself freely. It links closely to the free exercise of rights generally seen as outside the government's control. It provides everyone with the protection of their rights and the rights of others. At Brownlow Fold we value the importance of children's and adult's individuality and encourage children to express themselves freely and creatively. Every child in our school is valued as an individual and we aim to allow their unique personalities, beliefs, and opinions to shine through. As staff we pride ourselves on knowing the children very well and ensure we celebrate their different gifts and talents not only within the classroom setting but whole-school environment. We promote individual liberty throughout our school to ensure we teach our children that: Everyone is special and unique no matter their differences.
- Diversity is something to be celebrated and embraced.
- It is important to express ourselves freely.
- Sharing our beliefs, thoughts, opinions, and personality is important and will be valued without judgement.
- Risk-taking is something to be encouraged.

Whole School

Regular opportunities for pupil voice school council collect feedback on the playground using surveys and general pupil surveys completed as whole-classes. Children are encouraged to express their ideas and promote freedom of speech and opinions. School council meet regularly to discuss issues raised by different classes and to feedback pupil voice. School council create plans to act upon feedback. School council display raising awareness of representatives, key messages etc. Children have opportunity to use suggestions box throughout the day if no representative available. Positive relationships and behaviours are encouraged and modelled daily. Children are expected to take responsibility for their actions and behaviour, knowing the difference between right and wrong. Choice is promoted regularly e.g. school dinners/salad bar, how to present work for best effect, after school clubs to attend, choice of learning challenges etc. Children chose extracurricular provision based upon their individual preferences and interests – history, book club, environment, mentors, STEM, Art, and Music to showcase their individual talents. Learning from the past or experience is encouraged for children to make links black history allow children to learn the importance of freedom and human rights. Safe environments are created and support available for children to express themselves e.g., strong anti-bullying culture through wellbeing champions, focus on mental health throughout all aspects of school life. Stereotypes are challenged and equality and fairness are discussed regularly. Raising future aspirations are encouraged through speakers, career fairs. After school clubs which children can choose to participate in – including, sports, choir, mindfulness, board games etc. Curriculum links to individual liberty through PSHE, RHE, History, Geography and Religious Education.

EYFS	Key Stage One	Key Stage Two
PSHE – update with Sep 2026 expectations Religious Education: Discuss the idea that each person is unique and valuable	PSHE – update with Sep 2026 expectations Recognising that the choices they make have consequences. Respecting the needs of ourselves and other people. Identifying that everybody is unique. Identify what makes them special. Recognise what is fair/unfair, right/wrong, and kind/unkind. Listen to other people and play and work cooperatively. Religious Education: Introduce the idea that each person is unique and important in relation to the Christian teaching	PSHE – update with Sep 2026 expectations History: Children explore their own individual liberty in terms of their own career paths within History and surrounding the subject. Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good, Religious Education: Children begin to apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.

