



Within the Opening Worlds and Kapow history curriculum, all five fundamental British values are commonly developed through historical knowledge, enquiry, and discussion.

1. British Values Linked to History in Opening Worlds

Democracy

Children learn how societies have governed themselves and how people gained political rights.

Examples include:

- Ancient Greek democracy
- Civil rights and representation
- How societies have changed over time

This helps pupils understand participation, fairness, and having a voice.

Rule of Law

History shows how laws and justice systems changed over time and why rules matter.

Examples include:

- Monarchs versus Parliament
- Roman law and order
- Why laws are important
- How laws have developed

Pupils explore consequences, justice, and accountability.



Individual Liberty

Kapow and Opening Worlds support individual liberty by helping pupils understand their rights, make informed choices, express their views, and respect the freedoms of others.

Examples include:

- Resistance to oppression in different civilisations
- Learning about different cultures, beliefs and historical experiences

This develops understanding of rights, freedoms, and personal choice.

Mutual Respect

Opening Worlds studies many cultures and civilisations, helping pupils appreciate different ways of life.

Examples include:

- Ancient Egypt
- Benin Kingdom
- Islamic civilisation
- Maya civilisation

Children compare societies respectfully and recognise achievements across cultures.

Tolerance of Different Faiths and Beliefs

The curriculum includes historical religious study and encounters with different belief systems.

Examples include:



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- Early Christianity
- Medieval Islam
- Judaism in history
- Religious change in Britain

Pupils learn about diversity of belief and historical coexistence.

2. Integration of PSHE links

Developing Respect and Empathy

Pupils study a wide range of civilisations, communities and belief systems, helping them to:

- understand different perspectives
- value diversity
- develop empathy
- show mutual respect

Examples include learning about:

- Islamic civilisation
 - the Benin Kingdom
 - Ancient Egypt
 - migration and cultural change
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Encouraging Discussion and Communication

Opening Worlds places strong emphasis on oracy, storytelling and discussion. Pupils are encouraged to:

- express opinions respectfully
- listen to others
- debate ideas
- use ambitious vocabulary confidently

These skills support PSHE learning around relationships and communication.

Supporting Moral and Ethical Understanding

Historical and religious themes provide opportunities to explore:

- fairness
- justice
- equality
- responsibility
- leadership
- discrimination

For example, pupils may discuss:

- slavery and abolition
- suffragettes



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- human rights
- power and authority

This helps children develop moral awareness and critical thinking.

Promoting Identity and Belonging

Through studying societies and communities across time and place, pupils reflect on:

- their own identity
- belonging within communities
- diversity in Britain
- life in the wider world

These themes link closely to PSHE objectives for citizenship and living in the wider world.

Building Confidence and Emotional Development

The curriculum's structured talk, retrieval practice and storytelling approaches help pupils develop:

- confidence
- resilience
- emotional literacy
- collaborative learning skills

Children learn to participate positively in discussions and value others' contributions.



3. Delivery of safe messages

Promoting Respectful Behaviour

Pupils learn about:

- respecting others' beliefs and cultures
- listening to different viewpoints
- resolving disagreement respectfully
- understanding fairness and justice

This helps create safe, respectful classroom relationships and supports anti-bullying messages.

Developing Awareness of Rights and Responsibilities

Historical and religious studies encourage children to think about:

- rules and laws
- personal responsibility
- equality
- human rights
- consequences of actions

Examples include:

- democracy and Parliament



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- slavery and abolition
- civil rights movements
- justice systems in different societies

These themes help pupils understand how societies protect people and maintain safety.

Encouraging Safe Discussion and Critical Thinking

Opening Worlds promotes:

- questioning sources
- evaluating information
- discussing ideas thoughtfully
- considering multiple perspectives

These skills support safe decision-making and help children become thoughtful, informed citizens.

Building Emotional Safety and Confidence

The curriculum's strong focus on oracy and structured participation helps pupils:

- speak confidently
- share ideas safely
- listen respectfully
- feel included in classroom discussion



Teachers use routines that encourage supportive communication and positive interactions.

Promoting Cultural Understanding and Inclusion

By studying a range of civilisations, religions and communities, pupils develop:

- tolerance
- empathy
- inclusion
- understanding of diversity

This supports safeguarding by promoting acceptance and reducing prejudice.

3. Layering Global Issues through a Spiral Curriculum

Jigsaw uses a spiral curriculum structure where the same themes are revisited with increasing depth as children mature. This protects younger minds from overwhelming data while preparing older pupils for complex realities:

- Early Years / KS1: Focuses on the immediate world, local community safety, and appreciating basic natural beauty.
- Key Stage 2: Gradually introduces global interdependence, inequalities in trade, and environmental changes. Because the emotional

vocabulary has been layered year-on-year, children possess the resilience to process these concepts without feeling unsafe or helpless.

4. Distancing Techniques using Mascots



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To keep messages safe and prevent personal distress, Jigsaw lessons utilize age-appropriate Mascots (such as Jigsaw Jerrie or Jigsaw Jack)

and fictional scenarios.

Objective Detachment: If a geography unit explores difficult living conditions, the teacher can frame the emotional exploration through

the perspective of the mascot visiting a place.

Preventing Personalization: This externalizes the problem. It allows children to evaluate hardship and develop empathy safely from a

distance, rather than internalizing the trauma as an immediate threat to their own household.

5. Transitioning from Awareness to Agency

A core component of Jigsaw is the "Dreams and Goals" puzzle piece. When linked to geography, this module explicitly pivots away from fear-

based messaging toward empowerment.

Action-Oriented Thinking: Instead of leaving pupils anxious about deforestation or pollution, the scheme guides them to design collaborative community projects or global fundraising goals.

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Persistent Help-Seeking: It reinforces the safeguarding message that if global issues make a child feel unsafe, they should reach out

to their "inner circle" of trusted adults until they get support.