

Progression of knowledge and skills – British Values



Democracy- A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>How do we all live together?/ We all have a voice/ Making it fair</u></p> <ul style="list-style-type: none"> • I can express my opinion • I can listen to others point of view • I can begin to work in a team • I can make choices 	<p><u>How do we all live together?/ We all have a voice/ Making it fair</u></p> <ul style="list-style-type: none"> • I can express and begin to justify my opinion • I can listen and begin to understand others point of view • I can work as a team and begin to understand the importance of teamwork. • I can make choices and understand people may make different choices to me 	<p><u>How do we all live together?/ We all have a voice/ Making it fair</u></p> <ul style="list-style-type: none"> • I can express and justify my opinion • I know mine and others' views count • I can understand the importance of teamwork. • I can make choices and begin to understand and respect the democratic process • I can ask and answer questions to help me form an opinion 	<p><u>Democracy for all</u></p> <ul style="list-style-type: none"> • I can start to understand the terms democracy and why it is important. • I can say what makes a good leader • I can take part in a fair vote • I can explore different ways to can express my opinions • I can take part in a Q& A to help me form an informed decision 	<p><u>Democracy for all</u></p> <ul style="list-style-type: none"> • I can start to understand the terms democracy and why it is important. • I can write a short speech about my attributes to lead a democracy • I can take part in a fair vote and say how a vote was made fair • I can explore ways we can express our opinions and campaign for democratic change • I can take part in a Q & A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion 	<p><u>Democracy for all</u></p> <ul style="list-style-type: none"> • I know what democracy is and why it is important. • I can write and deliver a short speech about ideas to improve life • I can take part in a fair vote • I can articulate ways our school community is a democracy • I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion 	<p><u>Democracy for all</u></p> <ul style="list-style-type: none"> • I know what democracy is and why it is important and why it matters • I can write and deliver a short speech about ideas to improve life, taking into account others views • I can take part in a fair vote • I can articulate ways our school community is a democracy • I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion • I can explain how democracy has changed

Rule of Law- The need for rules to make a happy, safe and secure environment to live and work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>How do we all live together?/Living together and getting along</u></p> <ul style="list-style-type: none"> • I know what is right/wrong • I can follow simple rules • I know I am a member of my community • I know who helps me in school and in the wider community 	<p><u>How do we all live together?/Living together and getting along</u></p> <ul style="list-style-type: none"> • I know what is right/ wrong and can make right choices • I can follow rules and begin to explain why we have rules • I can name different communities • I know who helps me in school and in the wider community 	<p><u>How do we all live together?/Living together and getting along</u></p> <ul style="list-style-type: none"> • I know what is right/ wrong and can apply this in my life • I can follow rules • I understand the need for rules • I know everyone in a community has rights and responsibilities • I can say if a rule is fair 	<p><u>Games without rules</u></p> <ul style="list-style-type: none"> • I can follow and value rules • I understand there are different rules in different places • I can explore and make rules, learning their value and purpose • I know everyone in a community has rights and responsibilities and understand the important of rules in different communities 	<p><u>Games without rules</u></p> <ul style="list-style-type: none"> • I can follow and value rules • I can explore and make rules, learning their value and purpose • I can think thoughtfully about why rules are needed, explaining this to someone else • I can say why a rule is fair • I can show respect for the law and the basis on which it is made 	<p><u>Rules and laws</u></p> <ul style="list-style-type: none"> • I can explain what Rule of Law is • I can think about why we have the 'Rule of Law' • I can explore different rules, learning their value and purpose • I can say if there has been an injustice • I understand that living under the rule of law protects individuals 	<p><u>Rules and laws</u></p> <ul style="list-style-type: none"> • I can explain what Rule of Law is • I can think about why we have the 'Rule of Law' • I can explore different rules, learning their value and purpose • I can suggest new rules and explain how they will make our school community better • I can explain why different places have different rules • I can say if there has been an injustice and argue my point appropriately • I can understand and appreciate the role of the Police in a democratic society

Individual Liberty- each of us having the freedom to make our own choices and do what we want – within reason

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>How do I feel?/ Only one you</u></p> <ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel with support • I can make decisions 	<p><u>How do I feel?/ Only one you</u></p> <ul style="list-style-type: none"> • I am developing an awareness of my own needs, and feelings • I can talk about how I feel • I am beginning to be sensitive to and respect the feelings of others • I can make decisions 	<p><u>How do I feel?/ Only one you</u></p> <ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel • I can be sensitive to and respect the feelings of others • I can make decisions and begin to understand the repercussions of my choices • I understand I am responsible for my choices and behaviour 	<p><u>Plan to be good/ Encouraging Difference/Free to be me / Express Yourself</u></p> <ul style="list-style-type: none"> • I know what freedom is I am aware if my own needs, views and feelings • I can use encouragement when respecting everyone's differences • I can explore ways I am free to be me • I can choose words to describe my individual personality • I can consider the hopes and dreams we all have 	<p><u>Encouraging Difference/Free to be me / Express Yourself</u></p> <ul style="list-style-type: none"> • I know what freedom is I am aware if my own needs, views and feelings • I can use encouragement when respecting everyone's differences • I can explore ways I am free to be me • I can choose words to describe my individual personality • I can consider the hopes and dreams we all have • I can celebrate the uniqueness of each individual and the power of being different • I understand ways to help others to be free to be themselves 	<p><u>Individual liberty/ Supporting other peoples' liberty/ Staying free and avoiding peer pressure/exploring Human Rights/ Exploring my individual liberties and my values</u></p> <ul style="list-style-type: none"> • I can explore the right to live in freedom and individual liberty • I can explore the idea that we need to allow other people to have liberty • I understand that individual liberty has to be within the rules • I can explore my own individual liberty to be who I want to be (within the rules!) • I understand that I have the right to make changes 	<p><u>Individual liberty/ Supporting other peoples' liberty/ Staying free and avoiding peer pressure/exploring Human Rights/ Exploring my individual liberties and my values</u></p> <ul style="list-style-type: none"> • I can explore the right to live in freedom and individual liberty • I can explore ways I can support other people's right to live in freedom and individual liberty • I understand that individual liberty has to be within the rules I can explore the UN Children's Rights • I can explore my own individual liberty to be who I want to be (within the rules!)

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Mutual Respect and Tolerance- Respecting the values, ideas, and beliefs of others whilst not imposing our own on others						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Everyone is special</u> <ul style="list-style-type: none"> • I know that there are similarities and differences between people I know that people have things in common but everyone is unique. I can say why I am special 	<u>Everyone is special</u> <ul style="list-style-type: none"> • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people. 	<u>Everyone is special</u> <ul style="list-style-type: none"> • I know what mutual respect is • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people. • I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays 	<u>Welcoming new people / We are Britain</u> <ul style="list-style-type: none"> • I can describe how to welcome people and practice being welcoming • I can think about what different people in Britain are like • I can recognise my own strengths • I can show respect for other people's differences 	<u>Welcoming new people / We are Britain</u> <ul style="list-style-type: none"> • I know what diversity is • I can describe how to welcome people and practice being welcoming • I can think about what different people in Britain are like • I can recognise my own strengths and appreciate strengths in others • I can show respect for other people's differences and understand how people's lives may be different 	<u>Explore the meaning of equality</u> <ul style="list-style-type: none"> • To understand how all people are equal and different • I know what prejudicial or discriminatory behaviour is • I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, 	<u>Explore the meaning of equality</u> <ul style="list-style-type: none"> • I know what tolerance is and why it is important To understand how all people are equal and different • I can challenge prejudicial or discriminatory behaviour • I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations