



British Values Skills and Progression Map

How are British Values taught?	<i>Ongoing throughout the year: cross-curricular links, in assemblies, weekly values, Jigsaw (PSHE) lessons, history big questions, Religious Education, books and school trips.</i>
Assemblies	<i>Each week, assemblies are based around a school value or British Value. We provide children with opportunities to learn inclusively from our world and develop respect for others' beliefs, feelings, and faiths. These assemblies encourage exploration, discussion, challenge and inspire children to consider other perspectives and their own emotions and beliefs.</i>
Whole School Celebrations	<i>Celebrations such as Christmas Dinner Day, Diwali, Remembrance Day, World Religion Day promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Links with our local community have enabled workshops/assemblies for our children with the Police, Fire Service and Dogs Trust.</i>
School Council, Ambassadors, anti-bullying ambassadors and Play Leaders	<i>This encourages students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely. Children have the opportunity to air their opinions and ideas through our School Council. The elections of the School Council members are based solely on children's votes, reflecting our British electoral system and demonstrating democracy in action. Our current school council listen and represent their class.</i>



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	Autumn 1	Autumn 2	Spring	Summer
Whole School Curriculum Overview	<p>Democracy</p> <p>Enable students to distinguish right from wrong and respect the civil and criminal law in England.</p> <p>Enable children to acquire a broad knowledge of and respect for public institutions and services in England.</p> <p>Encourage respect for democracy and support for participation in the democratic processes in England.</p>	<p>The Rule of Law</p> <p>Enable students to distinguish right from wrong and respect the civil and criminal law in England.</p> <p>Enable children to acquire a broad knowledge of and respect for public institutions and services in England.</p> <p>Encourage respect for democracy and support for participation in the democratic processes in England.</p>	<p>Mutual Respect and Tolerance</p> <p>Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.</p>	<p>Individual Liberty</p> <p>Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.</p>



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			<i>Encourage respect for other people.</i>	<i>Encourage respect for other people.</i>
<i>Vocabulary</i>	<i>Democracy, vote, voting, secret ballot, government, one person one vote, laws, rules, parliament, council, representative, campaign, democratic change, society.</i>	<i>Law, rules, everyone, rights and responsibilities, police, courts, proper order, safety, wellbeing.</i>	<i>Respect, mutual (two way), diversity (gender, disability, faith, belief, ethnicity), care, friendship.</i>	<i>Choice, own beliefs, freedoms, liberty, individual, each person, protect.</i>

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Progression of skills with British Values							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	To participate in simple votes to choose things.	<p>To express and justify our own opinions.</p> <p>To understand that all opinions count and are valuable.</p> <p>To understand the importance of teamwork.</p>	<p>To express and justify our own opinions.</p> <p>To understand that all opinions count and are valuable.</p> <p>To understand the importance of teamwork.</p> <p>To make choices and begin to understand and respect the</p>	<p>To explore ways, we can express our opinions and campaign for democratic change</p> <p>To start to understand the term democracy and why it is important.</p> <p>To understand the importance of and to take part in a fair vote.</p>	<p>To explore changes that have been made due to campaign for democratic change</p> <p>To explain the term democracy and why it is important.</p> <p>To understand the importance of and to take part in a fair vote.</p>	<p>I can start to understand the term democracy and why it matters.</p> <p>I can take part in a fair vote or campaign.</p>	<p>I can understand and explain the term democracy and why it matters.</p> <p>I can take part in a fair vote or campaign.</p>



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			democratic process.				
The Rule of Law	To be able to follow the school and class code of conducts. To learn right from wrong. (PSED) To understand how to make the right choices and the consequences of not making the right ones. (PSED)	To know what is right/ wrong and apply this in our lives. To understand the need for rules. To understand that everyone has rights and responsibilities. To understand that we are all part of a community. To know who can help in school and in the wider community.	To know what is right/ wrong and explain why it is important to know the difference. To understand the need for rules. To understand that everyone has rights and responsibilities within a community. To explore who helps us in our community	To start to understand the term rule of law and why it is important. To follow and value rules. To explore and make rules, learning their value and purpose. To think thoughtfully about why rules are needed.	To start to understand the term rule of law and why it is important. I can explain why following rules impacts myself and others. To explore and make rules, learning their value and purpose. To think thoughtfully about why rules are needed and	I can think about why we have the 'rule of law'. I can explore rules, learning their value and purpose.	I can think about why we have the 'rule of law' and explain what could happen without it. I can explore rules, learning their value and purpose in various settings and communities.



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			and why it is important.		explain this to others.		
Mutual Tolerance and Respect	<p>To recognise that people have different beliefs and celebrate special times in different ways. Celebrations of Diwali, Hannukah and Christmas. (UTW)</p> <p>To know own family customs and others from around the world.</p>	<p>To understand that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</p> <p>To know that people have things in common, but everyone is unique.</p>	<p>To understand that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</p> <p>To know that people have things in common, but everyone is unique and this is celebrated.</p>	<p>To explain the importance of encouragement when respecting everyone's differences.</p> <p>To describe how to welcome people of different cultures and ways of life.</p> <p>To think about what different people in Britain are like.</p>	<p>To use encouragement when respecting everyone's differences.</p> <p>To describe how to welcome people of different cultures and ways of life and practice being welcoming.</p> <p>To think about what different people in Britain are like - what are the similarities</p>	<p>To understand how all people are equal and different.</p>	<p>To understand how all people are equal and different.</p>



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					and differences.		
Individual Liberty	<p>Express their feelings and consider the feelings of others.</p> <p>Show different emotions in drawings and paintings. (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally. (PSED)</p> <p>Begin to accept the needs of others in learning activities</p>	<p>To develop an awareness of our own needs, views, and feelings.</p> <p>To be able to talk about our own and other's feelings.</p> <p>The importance of being sensitive to & respecting other's feelings.</p>	<p>To develop an awareness of our own needs, views and feelings.</p> <p>To be able to talk about and accept our own and other's feelings.</p> <p>The importance of being sensitive to & respecting other's feelings.</p> <p>To make decisions.</p>	<p>To celebrate the uniqueness of everyone.</p> <p>To explore ways that we are free to be ourselves.</p> <p>To understand ways to help others to be free to be themselves.</p> <p>To consider the hopes and dreams we all have.</p>	<p>To celebrate the uniqueness of each individual and the power of being different.</p> <p>To explore ways that we are free to be ourselves and think about the importance of this.</p> <p>To understand ways to help others and to encourage others to be free to be themselves.</p>	<p>To explore the right to live in freedom and individual liberty</p> <p>To explore ways to support other people's right to live in freedom and individual liberty</p> <p>To understand that individual liberty has to be</p>	<p>To explore the right to live in freedom and individual liberty and how this has changed.</p> <p>To explore ways to support other people's right to live in freedom and individual liberty</p> <p>To explore the idea that we need to allow</p>

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	<p>and take turns and share resources.</p>				<p>To value and respect everyone's individual name.</p>	<p>within the rules.</p>	<p>other people to have liberty.</p> <p>To understand that individual liberty has to be within the rules and discuss some examples of this.</p> <p>To explore the UN Children's Rights.</p>
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