

Fundamental British Values Progression: Introduction

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This demonstrates how we are meeting the requirements of section 78 of the Education Act 2002, in our provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Fundamental British Values Progression: Knowledge and Understanding in KS1 and KS2

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values by the end of Key Stage 1:

- Students develop their self-knowledge, self-esteem and self-confidence.
- Students distinguish right from wrong and to respect the civil and criminal law of England.
- Students 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.
- Students acquire a broad general knowledge of and respect for public institutions and services in England.
- Furthers tolerance and harmony between different cultural traditions by enabling students to acquire

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values by the end of Key Stage 2:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having 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.
- An understanding of the importance of identifying and combatting discrimination.

<p>an appreciation of and respect for their own and other cultures.</p> <ul style="list-style-type: none"> • Pupils have respect for other people. • Pupils show respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 	
--	--

Individual Liberty

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How do I feel? / Only one you</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>How do I feel? / Only one you</p> <ul style="list-style-type: none"> • I am developing an awareness of my own needs, view 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>How do I feel? / Only one you</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. <ul style="list-style-type: none"> • 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>Plan to be good / Encouraging Difference / Free to be me / Express Yourself</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 	<p>Plan to be good / Encouraging Difference / Free to be me / Express Yourself</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 	<p>Individual liberty / Supporting other peoples' liberty / Staying free and avoiding peer pressure / exploring Human Rights / Exploring my individual liberties and my values</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 	<p>Individual liberty / Supporting other peoples' liberty / Staying free and avoiding peer pressure / exploring Human Rights / Exploring my individual liberties and my values</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.

use well the gifts that God has given you

			dreams we all have.	dreams we all have. <ul style="list-style-type: none"> 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. 	individual liberty to be who I want to be (within the rules!). <ul style="list-style-type: none"> I understand that I have the right to make changes. 	<ul style="list-style-type: none"> 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!). I understand that I have the right to make changes and can use my skills to implement change.
--	--	--	---------------------	--	--	---

Democracy

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How do we all live together? / We all have a voice / Making it fair</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>How do we all live together? / We all have a voice / Making it fair</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 	<p>How do we all live together? / We all have a voice / Making it fair</p> <ul style="list-style-type: none"> I can express and justify my opinion. I know mine and others' views count. <ul style="list-style-type: none"> I can understand the importance of teamwork. I can make choices and 	<p>Democracy for all</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. 	<p>Democracy for all</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 	<p>Democracy for all</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. 	<p>Democracy for all</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 about ideas to improve life, taking into account others views. I can take part in a fair vote. I can articulate ways our school

use well the gifts that God has given you

	<p>the importance of teamwork.</p> <ul style="list-style-type: none"> I can make choices and understand people may make different choices to me. 	<p>begin to understand and respect the democratic process.</p> <ul style="list-style-type: none"> I can ask and answer questions to help me form an opinion. 	<ul style="list-style-type: none"> I can take part in a Q & A to help me form an informed decision. 	<p>vote was made fair.</p> <ul style="list-style-type: none"> 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 desire powerfully through argument, persuasion, fact and opinion. 	<ul style="list-style-type: none"> 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>community is a democracy.</p> <ul style="list-style-type: none"> 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 explain how democracy has changed over time.
--	---	---	--	--	--	--

Rule of Law

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How do we all live together? / Living together and getting along</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 	<p>How do we all live together? / Living together and getting along</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. 	<p>How do we all live together? / Living together and getting along</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 	<p>Games without rules</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 	<p>Games without rules</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 	<p>Rules and laws</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. 	<p>Rules and laws</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

use well the gifts that God has given you

<ul style="list-style-type: none"> in the wider community. 	<ul style="list-style-type: none"> I know who helps me in school and in the wider community. 	<p>has rights and responsibilities.</p> <ul style="list-style-type: none"> I can say if a rule is fair. 	<p>has rights and responsibilities and understand the important of rules in different communities.</p>	<p>to someone else.</p> <ul style="list-style-type: none"> I can say why a rule is fair. I can show respect for the law and the basis on which it is made. 	<ul style="list-style-type: none"> I can say if there has been an injustice. I understand that living under the 'Rule of Law' protects individuals. 	<p>explain how they will make our school community better.</p> <ul style="list-style-type: none"> I can explain why different places have different rules. I can say if there has been an injustice and argue my point appropriately. <ul style="list-style-type: none"> I can understand and appreciate the role of the Police in a democratic society.
---	---	--	--	--	---	--

Mutual respect, Tolerance and Diversity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Everyone is special</p> <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. 	<p>Everyone is special</p> <ul style="list-style-type: none"> I know that there are similarities and differences between people: likes, gender appearance, abilities, families, cultural backgrounds. 	<p>Everyone is special</p> <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, 	<p>Welcoming new people / We are Britain</p> <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. 	<p>Welcoming new people / We are Britain</p> <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 	<p>Explore the meaning of Equality</p> <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 	<p>Explore the meaning of Equality</p> <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

use well the gifts that God has given you

<ul style="list-style-type: none"> I can say why I am special. 	<ul style="list-style-type: none"> I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people. 	<p>families, cultural backgrounds, etc.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can recognise my own strengths. I can show respect for other people's differences. 	<p>in Britain are like.</p> <ul style="list-style-type: none"> 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. 	<p>people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.</p>	<p>discriminatory behaviour.</p> <ul style="list-style-type: none"> I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
---	---	---	---	---	---	--

What will our pupils go on to learn?

Citizenship: Programme of Study KS3

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

use well the gifts that God has given you

Subject Content

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch the operation of Parliament, including voting and elections, and the role of political parties.
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.