



**Moorland Primary School – Progression of Knowledge and skills in British Values**

	Democracy	Rule of law	Individual liberty	Mutual respect, Tolerance & Diversity
Early Years	<ul style="list-style-type: none"> <li>To know how to express own opinions</li> <li>To listen to others' point of view</li> <li>To begin to work in a team</li> <li>To make choices</li> </ul>	<ul style="list-style-type: none"> <li>To know what is right/wrong</li> <li>To follow simple rules</li> <li>To recognise that everyone is a member of our community</li> <li>To know who helps pupils in school and in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>To begin to develop an awareness of own needs, views and feelings</li> <li>To talk about how individuals feel (with support)</li> <li>To begin to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are similarities and differences between people</li> <li>To know that people have things in common but everyone is unique.</li> <li>To say why I am special</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>To express and begin to justify own opinion</li> <li>To listen and begin to understand others' point of view</li> <li>To work as a team and begin to understand the importance of teamwork.</li> <li>To make choices and understand people may make different choices</li> </ul>	<ul style="list-style-type: none"> <li>To know what is right/ wrong and can make right choices</li> <li>To follow rules and begin to explain why we have rules</li> <li>To name different communities</li> <li>To identify who helps in school and in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of own needs, views and feelings</li> <li>To talk about how I feel</li> <li>To begin to be sensitive to and respect the feelings of others</li> <li>To make decisions with more confidence</li> </ul>	<ul style="list-style-type: none"> <li>To identify some similarities and differences between people</li> <li>To identify what different people have in common but recognise that everyone is unique.</li> <li>To identify and respect the similarities and differences between people.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To express and justify own opinions</li> <li>To know that all opinions count</li> <li>To understand the importance of teamwork.</li> <li>To make choices and begin to understand and respect the democratic process</li> <li>To know how to ask and answer questions to help form an opinion</li> </ul>	<ul style="list-style-type: none"> <li>To know what is right/ wrong and can apply this in own life</li> <li>To follow rules</li> <li>To understand the need for rules</li> <li>To know that everyone in a community has rights and responsibilities</li> <li>To identify if a rule is fair</li> </ul>	<ul style="list-style-type: none"> <li>To be more aware of own needs, views and feelings</li> <li>To talk, with more confidence, about how I feel</li> <li>To be sensitive to and respect the feelings of others</li> <li>To make decisions and begin to understand the repercussions of own choices</li> <li>To understand responsibility for own choices and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>To know what mutual respect is</li> <li>To know that there are similarities and differences between people (gender, appearance, abilities, families, cultural backgrounds)</li> <li>To identify and explain how we respect the similarities and differences between people.</li> <li>To understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>To start to understand the term 'democracy' and begin to understand why democracy is important.</li> <li>To say what makes a good leader</li> <li>To take part in a fair vote</li> <li>To explore different ways to can express my opinions</li> <li>To take part in a Q &amp; A to help form an informed decision</li> </ul>	<ul style="list-style-type: none"> <li>To follow and value rules</li> <li>To understand there are different rules in different places</li> <li>To explore and make rules, learning their value and purpose</li> <li>To know everyone in a community has rights and responsibilities and understand the important of rules in different communities</li> </ul>	<ul style="list-style-type: none"> <li>To know what freedom is</li> <li>To be confident in identifying own needs, views and feelings</li> <li>To begin to use encouragement when respecting everyone's differences</li> <li>To explore ways to be individual</li> <li>To choose words to describe own individual personality</li> </ul>	<ul style="list-style-type: none"> <li>To describe how to welcome people and practice being welcoming</li> <li>To explore what different people in Britain are like</li> <li>To recognise my own strengths</li> <li>To show respect for other people's differences</li> </ul>



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<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>To start to explain what democracy is and why it is important.</li> <li>To write a short speech about own attributes to lead a democracy</li> <li>To take part in a fair vote and say how a vote was made fair</li> <li>To explore ways people can express their own opinions and campaign for democratic change</li> <li>To take part in a debate, delivering own desires through argument, persuasion, fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>To follow and value rules</li> <li>To explore and make rules, learning their value and purpose</li> <li>To consider &amp; identify why rules are needed, explaining this to someone else</li> <li>To explain why a rule is fair</li> <li>To show respect for the law and the basis on which it is made</li> </ul>	<ul style="list-style-type: none"> <li>To use encouragement when respecting everyone's differences</li> <li>To identify ways to be individual</li> <li>To confidently choose words to describe own individual personality</li> <li>To regularly consider the hopes and dreams we all have</li> <li>To celebrate the uniqueness of each individual and the power of being different</li> <li>To understand ways to help others to be free to be themselves</li> </ul>	<ul style="list-style-type: none"> <li>To know what diversity is</li> <li>To describe how to welcome people and practice being welcoming</li> <li>To recognise own strengths and appreciate strengths in others</li> <li>To show respect for other people's differences and understand how people's lives may be different</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>To explain what democracy is and why it is important.</li> <li>To write and deliver a short speech about ideas to improve life</li> <li>To take part in a fair vote</li> <li>To articulate ways Moorland school community is a democracy</li> <li>To take part in a Q&amp;A's and debates, representing different character and delivering own desires through argument, persuasion, fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explain what Rule of Law is</li> <li>To begin to consider why we have the 'Rule of Law'</li> <li>To explore different rules, learning their value and purpose</li> <li>To identify if there has been an injustice</li> <li>To understand that living under the rule of law protects individuals</li> </ul>	<ul style="list-style-type: none"> <li>To explore the right to live in freedom and individual liberty</li> <li>To explore the idea of allowing other people to have liberty</li> <li>To understand that individual liberty has to be within the rules</li> <li>To explore own individual liberty (within the rules)</li> <li>To understand that individuals have the right to make changes</li> </ul>	<ul style="list-style-type: none"> <li>To understand how all people are equal and different</li> <li>To know what prejudicial or discriminatory behaviour is</li> <li>To discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>To clearly explain what democracy is and why it is important.</li> <li>To write and deliver a speech about ideas to improve life, taking into account others views</li> <li>To take part in a fair vote</li> <li>To clearly articulate ways Moorland school community is a democracy</li> <li>To take part in a variety of Q&amp;A's and debates, representing different sides of the argument</li> <li>To explain how explain a democracy has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>To explain what Rule of Law is</li> <li>To explain why we have the 'Rule of Law'</li> <li>To identify different rules, learning their value and purpose</li> <li>To explain why different places have different rules</li> <li>To identify if there has been an injustice and argue my point appropriately</li> <li>To understand and appreciate the role of the Police in a democratic society</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the right to live in freedom and individual liberty</li> <li>To explore ways of supporting other people's right to live in freedom and individual liberty</li> <li>To recognise that individual liberty has to be within the rules</li> <li>To explore the UN Children's Rights</li> <li>To understand that individuals have the right to make changes and can use own skills to implement change</li> </ul>	<ul style="list-style-type: none"> <li>To know what tolerance is and why it is important</li> <li>To understand how all people are equal and different</li> <li>To challenge prejudicial or discriminatory behaviour</li> <li>To discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations</li> </ul>



## What is democracy?



In the Autumn term all pupils are introduced to the theme of democracy.

They begin to develop their own opinions on a range of topics. School council is voted for in each class as part of a democratic process.

Democracy is the theme of the Monday class assembly in the Autumn term.

Staff will explain that if people are practising democracy, they are being democratic.

Being democratic is about fairness and giving everyone the equal right to voice their opinion. It helps people work together and be part of a team, working towards the same goal. Being democratic is also about listening to others and trying to understand how they think.

Oracy lessons will sometimes allow pupils to participate in debates and Q&A sessions.

PSHE sessions within the unit “Being me in my world” have the theme of democracy embedded within them.



## What is rule of law?



When pupils are introduced to the rule of law, they do so initially on a small scale (such as within the school community) and then they begin to explore this within the wider world and recognise the role of the police in upholding the rule of law.

They begin to consider why rules are necessary. They also explore how rules are different in other places.

Staff will explain that if people are practising rule of law, they are being lawful.

Rule of law is an agreed and shared sense of what is right and wrong. It's also about enforcing rules and laws through our public sector, which includes the police, courts, judges and governing bodies.

As a British value, rule of law ensures a peaceful approach to everyday life where everyone abides by the same laws and no one gets treated differently.

PSHE sessions have the theme of the rule of law embedded within them throughout the year.



Individual liberty is explored through PSHE and through our performance slot in the weekly assembly. Pupils will explore their own feelings, views and needs with a view to developing their own sense of self. Alongside this individualism, they will recognise that they still need to follow the rules and ensure respect towards others.

Staff will explain that if people have individual liberty, they have the freedom and right to think and express what they feel, as long as it is within the laws of the country.

That means having individual liberty is also about being responsible for what you say and do, as it will have a direct effect on other people. In Britain, we are free to express ourselves with confidence and independence, but we must take responsibility for the consequences of our actions.



## What is tolerance and respect?



Tolerance and respect are embedded within the school values and referred to regularly during celebration assembly on Friday.

Pupils are encouraged to recognise and celebrate the differences within the school and wider community. Tolerance is promoted in all areas of school life. Any prejudice or discriminatory behaviour is challenged.

Staff will explain that if people are practising tolerance and respect, they are being tolerant and respectful.

Tolerance and respect is about understanding, listening to and living alongside people who have a different belief, faith and lifestyle to you. It's about showing empathy, thoughtfulness and understanding that there is no one way to be British. We are all different and that is something we should celebrate.

PSHE sessions within the unit “Celebrating difference” have the theme of tolerance embedded within them.



