British Values Progression

Four Acres Academy

Democracy

This is the belief in freedom and equality between all people. It also includes the government working hard to ensure this happens.

	EYFS	1	2	3	4	5	6
Democracy	*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	*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	*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	*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	*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	* 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	* I know what democracy is and why it is important * 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 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 explain how democracy has changed over time

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Rule of Law

This is the belief that rules and laws should be fair and help everyone to live safely and happily. It also involves everyone working hard to follow the rules and laws.

	EYFS	1	2	3	4	5	6
Rule of Law	*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	*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	*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	*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	*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	*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	*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

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Individual Liberty

This is the belief that all people have the right to live and express themselves as they choose. It involves the human rights of all being respected and protected.

	EYFS	1	2	3	4	5	6
Individual liberty	*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	*I am developing an awareness of my own needs, views 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	*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	*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 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	*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	*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!) *I understand that I have the right to make changes and can use my skills to implement change

British Values Progression

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Mutual respect, tolerance and diversity

This is the understanding that we are all different and have different beliefs and values. It is accepting and respecting this and involves no one person or group of people thinking they are more important, deserving or better than anyone else.

	EYFS	1	2	3	4	5	6
Mutual respect, tolerance and diversity	*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	*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	*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	*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	*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	*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,	*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