

Teaching & Progression Overview – British Values

RULE OF LAW

Early Years

- To develop an understanding of right and wrong.
- To develop an understanding of rules e.g. can talk about a specific rule for example, kind hands and feet.
- To develop an understanding of consequences of action. For example, unkind hands and feet can hurt people.

Key vocabulary: right, wrong, fair, share, rule, kind, unkind

Key Stage One

- To further develop children's understanding of rules in school and their purpose. For example, lining up is important because an orderly corridor prevents people getting hurt.
- To further develop an understanding of consequence of action. For example, unkind words make friends feel sad.
- To further develop an understanding of sanctions in line with school's Behaviour Policy. For example, repeated unkind actions and words will result in a warning / band loss.
- Can discuss why we have school rules and the impact of not following them.
- To understand that rules apply to words and actions both online and offline.
- To understand that there are rules outside of school that we call 'laws'. For example, not stealing or damaging property.

Key vocabulary: consequence, sanction, law, society

Key Stage Two

- To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples.
- To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically.
- To discuss school sanctions and share their understanding of the purpose of sanctions and restorative practice.
- To discuss rules at school and at home and understand why these might be different.
- To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society.
- To understand that Laws are rules that have been passed by a government's legislature.
- To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction.
- To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail.
- An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm.

	<ul style="list-style-type: none"> • To discuss that children and adults must agree to abide by certain rules, which keep us all safe. To give examples, such as the school's Acceptable User Agreement, and our Behaviour Policy. • To understand that rules apply both in person and understanding that rules apply to in person and online • To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime. • To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination. • To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly. • To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. • To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination. • Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need. <p>Key vocabulary: Crime, Government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics</p>
DEMOCRACY	<p>Early Years</p> <ul style="list-style-type: none"> • To understand that we can hold a vote to help us make decisions as a group. This makes things fair. • To understand that sometimes, we don't get what we'd like, because the other option got more votes. • To vote for something meaningful, such as a story to read as a class. • To take turns and talk about why this is important. • To understand that some countries, like England, have a King or Queen. • To understand that the people make decisions where we live, by voting. <p>Key vocabulary: Vote, King, Queen, England, United Kingdom</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> • To discuss a wider range of activities in school, which children can vote for. Such as school council representative, roles in class, choices on the yard. • To understand that democracy means that 'the people rule' and everyone has their say. • To discuss why it's important to vote for group decisions, so that the outcome is fair. • To understand that adults over 18 vote for decisions made for our country. This is part of a democracy. • To understand that, in our country, everyone has the right to choose their own religion and enjoy their own culture. We have lots of people of different religions and cultures in our country. • To talk about leaders in school and discuss their role.

	<ul style="list-style-type: none"> • To understand that Great Britain has a Government. The Government makes decisions on behalf of the people. Members of the Government are voted for by the people. • To understand that Laws are rules that we must all follow. • To discuss what could happen without Laws – everyone could do what they wanted and this might be unsafe. <p>Key Stage 2</p> <ul style="list-style-type: none"> • To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences. • To discuss pupil leaders in school and outline relevant roles. • To discuss the importance of living in a democratic society – so that life is fair and people are treated fairly. • To understand that, in a democracy, we hold an election to choose someone to represent the people. • To understand that most ‘candidates’ stand for a political party. A political party are a group of people who share similar beliefs. • To name the Prime Minister, who is the leader of _____ party. • To understand that the democratic system allows the people a way to choose their representatives through a fair and free election. <p>Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights</p>
<p>TOLERANCE OF DIFFERENT CULTURES</p>	<p>Early Years</p> <ul style="list-style-type: none"> • To understand that not everyone is the same. • To read stories that represent different ethnic, religious and cultural groups. • To experience and discuss music from different cultures. • To explain some simple differences and similarities between own life and the life of someone living in another country. • To encounter celebrations within different faiths: Diwali; Thanksgiving; Eid; Harvest; Christmas; Lunar New Year • To feel represented in the stories read in class. • To understand that not everyone believes the same thing – and that is a good thing. • To explore what it means to belong and explain what that means within school, family, community and religious groups. • To understand what it means to be a good friend. • To discuss what we are grateful for. • To use kind words. <p>Key vocabulary: Same; different; friend; kind; grateful</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> • To relate own understanding of belonging to other religious groups. • To outline what belonging can mean within a faith. • To explore and compare Christianity, Sikhism and Judaism (for example, common use of candles and symbols of light). • To discuss the meaning of gifts to self and within different religions. • To discuss what is meant by community.

	<ul style="list-style-type: none"> • To discuss worship and explain why it may be important to people of faith. • To learn about different places of worship. • To ask questions in order to broaden understanding of how other people may live their lives. • Develop respect for the opinions, values and beliefs of others. <p>Key vocabulary: religion; faith; worship; community; value; belief; respect</p> <p>Key Stage Two</p> <ul style="list-style-type: none"> • To explore religions within the local community. • To explore worship within Hinduism. • To explore sense of identity within faiths and communities. • To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism. • To discuss moral and ethical choices we make in life. • To show respect to all; irrespective of cultures and beliefs. • To ask questions and listen with interest when peers are sharing their own beliefs. • To ask questions openly about diversity and inclusion. • To visit places of worship and respect their practices. • To discuss issues in the news with respect and maturity e.g. racism in football. • To learn that racist slurs and offensive terms are unacceptable, and illegal, and to learn strategies for challenge. <p>Key vocabulary: compare; diversity; inclusion; respect; tolerance; racism; equality; equity</p>
<p>INDIVIDUAL LIBERTY AND MUTUAL RESPECT</p>	<p>Early Years</p> <ul style="list-style-type: none"> • To treat others fairly – we are taught to share. • To celebrate difference. • To understand that being unkind makes others sad. • To understand and make choices when appropriate, such as during story time. • To explore the language and feelings of possibility when presented with choices. • To respect that others have made a choice and it might not be the same as ours. • To take managed risks, for example, in an obstacle course in P.E. • To reflect on activities of the day, talking together about how children felt about different activities. • To celebrate differences of opinion. <p>Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> • To discuss the importance of sharing and the impact on not doing so. • To discuss choice and fairness, showing increasing awareness of the feelings and emotions of others. • To acknowledge own feelings and to begin to draw on taught strategies to regulate. • To take responsibility for own behaviour and choices. • To participate in whole class discussions.

- To make choices during free play activities at break time. To respect the choices of others.
- To have leadership opportunities within school life, such as book monitor, School Council.
- To discuss what it means to feel safe.

Key vocabulary: Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect

Key Stage 2

- To understand that human rights must be protected and respected so that we can all lead happy, safe lives.
- To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated.
- To understand that, as we grow older, we have the freedom to live our lives and express ourselves in a way that we choose, while protecting and respecting the choices of other people.
- To engage in age-appropriate discussions around human rights and individual liberty – to share examples and non-examples, i.e. when an individual's rights are not being respected. To discuss the impact of this.
- To have an understanding of identity – to understand that this is 'who you are'.
- To have a developed understanding of freedom and choice in an age-appropriate manner. To discuss choices we make in everyday life, such as what to wear and what to eat.
- To discuss choices, we will be able to make as we grow older, such as further education; work; politics; hobbies
- To have a developing understanding of career and future choices. To discuss interests for the future.
- To develop independence through a range of broader experiences, such as trips and residential.

Key vocabulary: opinion; liberty; independence; identity; human rights