



St Benet's Catholic Primary School

British Values Skills and Progression Map

BRITISH VALUES				
Democracy (Autumn 1)	Rule of Law (Autumn 2)	Individual Liberty (Spring 1)	Mutual Respect (Spring 2)	Tolerance of those with different faiths and beliefs (Summer 1)
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at St Benet's Catholic Primary School. Democracy is central to how we operate:

- Agreeing a set of 'class rules' and 'school rules' at the beginning of each school year and regularly reviewing them through the year.
- Having a School Council who contribute enormously to school life by organising and managing events and taking an active role in key decisions which affect the life of the school
- Providing many opportunities to allow the children's voice to be heard and we regularly ask for their views both formally and informally.
- Including children in the interviewing process for new teaching staff/ leadership staff.
- Discussing and addressing issues connected with democracy, human rights, tolerance and freedom in collective worships.

The Rule of Law

At St Benet's Catholic Primary School pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Adopting a clear, consistent positive behaviour policy which is consistently applied throughout the school by every member of staff.
- Adopting a conciliatory approach to disagreements and encouraging the children to reflect before responding to any problematic issues.
- Providing a range of formal and informal opportunities for children to reflect about positive and negative behaviour during curriculum time.
- Providing an e-safety programme throughout the school.
- Developing links with our Police Community Support Officer and other members of the local community.
- Addressing issues of law during Celebrations of the Word or whole school assemblies as and when appropriate and issues arise.
- Providing additional support, counselling and intervention time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encouraging visits from external agencies to talk to the children in school about a variety of issues connected with the rule of law.
- Using our positive reward system to acknowledge good behaviour as well as good academic work.
- Giving older pupils a range of responsible positions throughout the school e.g. House Captains, Nursery lunch helpers, Prefects
- Visits from authorities such as the police and fire service.
- Bikeability lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules.

- During Religious Education, when rules for particular faiths are thought about.
- During other school subjects, where there is respect and appreciation for different rules.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about how they can improve their learning
- choices around the participation in extra-curricular activities

At St Benet's Catholic Primary School we do this by:

- Encouraging children to make good choices at our school in a safe and supportive environment.
- Encouraging children to know, understand and exercise their rights and personal freedoms and advising them on how to exercise these safely, for example through our e-safety teaching.
- Providing children with a range of important roles in school, such as playground pals, librarians and reading buddies.
- Encouraging children to understand responsibility in school in terms of behaviour and attitude to learning.
- Promoting justice and fairness as key principles throughout our school.
- Teaching children how to be safe and how to act safely.
- Promoting independent learning by empowering children and providing many opportunities for children to exercise choice.

Mutual Respect

We have high expectations of achievement and behaviour. Children and staff at St Benet's are polite and kind. We also achieve mutual respect through:

- The promotion of positive relationships between adults and children throughout the school.
- Every adult acting as a positive role model.
- A robust Personal, Social and Health Education curriculum in which children are taught that behaviour has an effect upon those around them.
- Our rich and stimulating Religious Education curriculum.
- The positive reward system developed to promote mutual respect.
- Giving responsibility to pupils (house captains, prefects etc.)
- Learning to cooperate with their peers on educational residential visits.

Tolerance of Those of Different Faiths and Beliefs

St Benet's are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and RE curriculum. Our central aim is the personal development of the child. To prepare children for the future drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

We achieve this through:

- Our clear aims and values of the school which are understood by every member of the school curriculum.
- Our rich and varied PSHE and RE curriculums.

- The Primary Languages curriculum.
- Educational visits to places of religious worship and visitors into the school from all faiths and cultures.
- The school's equal opportunities.
- Acts of worship/ Celebrations of the Word
- Festival study and celebration (Diwali, Harvest, Eid etc.)
- Work on prejudice-based bullying during anti-bullying week.
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

The below progression map shows how each of the fundamental British Values are taught progressively through our classes from EYFS to Year 6. This ensures that pupils build secure awareness of each of the British Values whilst learning about them in an age-appropriate manner, through engaging and memorable experiences.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy	-Introduce the concept of making decisions together in class. -Practice taking turns and sharing toys or activities. Key Vocabulary: <i>Vote, opinion, fair</i>	- Conduct class votes on activities or choices. - Discuss the importance of respecting majority decisions. Key Vocabulary: <i>Decision, vote, majority</i>	- Develop more structured class voting systems. - Explore the roles of leaders and decisionmakers in school and the community. Key Vocabulary: <i>Vote, opinion, equality</i>	- Learn about local government and elections, such as class or school council elections. - Discuss the importance of participating in decision-making processes. Key Vocabulary: <i>Election, representation, debate</i>	-Continue to engage in class or school council activities. -Discuss the roles of MPs and the concept of representation. Key Vocabulary: <i>Citizenship, referendum, participation</i>	-Deepen understanding of democracy and the electoral process. -Explore different forms of government and their features. Key Vocabulary: <i>Parliament, representation, civil liberties</i>	-Engage in mock elections and debates. -Discuss the history of democracy and its importance and understanding the injustice of current nondemocratic systems of government (<i>link to upcoming London residential – end of Y6</i>) Key Vocabulary: <i>Suffrage, civic engagement, accountability</i>
	Skills: Simple decision-making activities like voting for a class activity.	Skills: Participating in class decisions.	Skills: Voting on class decisions.	Skills: Learning about basic democratic principles, such as voting and decision-making in the classroom.	Skills: Learning about the roles of local and national governments, participating in mock elections or debates.	Skills: Exploring how democracy works in the broader community, such as discussing local government and its roles.	Skills: Debating and discussing important issues, participating in mock parliamentary sessions.
	Knowledge: Introduction to the concept of making choices together.	Knowledge: Learning about fairness in decision- making.	Knowledge: Grasping majority and minority concepts.	Knowledge: Introduction to the idea of making choices as a group and the concept that everyone's opinion matters. Understanding the importance of respecting different viewpoints in decision making processes.	Knowledge: Recognising the importance of participation in democratic processes.	Knowledge: Developing a deeper understanding of democratic principles, including the importance of participation in local decision- making processes.	Knowledge: Understanding historical events and figures related to British democracy and the significance of democracy in decision making. Considering the injustice of current nondemocratic systems of government. Refer to the history of King John and the Magna Carta.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rule of Law	-Establish basic classroom rules and explain why they are necessary. -Teach pupils about the consequences of breaking simple rules. Key Vocabulary: <i>Rules, consequences, fairness</i>	- Explore school rules and explain why they exist. - Discuss consequences for breaking rules within the school context. Key Vocabulary: <i>Law, fairness, consequence</i>	- Extend understanding of school rules and their purpose. - Discuss laws and rules in society, emphasizing fairness and justice. Key Vocabulary: <i>Laws, fairness, justice</i>	-Study the legal system, its purpose, and its key principles. -Explore historical examples of laws and their consequences. Key Vocabulary: <i>Legislation, authority, fairness</i>	-Explore the broader legal system, including courts and justice. -Study historical events related to laws and justice. Key Vocabulary: <i>Legality, accountability, justice</i>	-Investigate laws in society and how they protect citizens. -Discuss the concept of justice and fairness in more complex situations. Key Vocabulary: <i>Constitution, legislation, authority</i>	- Study the UK's legal system and its institutions. - Explore international law and human rights. Key Vocabulary: <i>Justice system, due process, legislation</i>
	Skills: Following basic classroom rules and cooperating with peers.	Skills: Consistently following classroom and school rules.	Skills: Learning and consistently following classroom rules, discussing their importance, and understanding consequences for breaking the rules.	Skills: Continuing to follow and uphold classroom and school rules, discussing their role in maintaining a fair and safe environment.	Skills: Discussing the concept that no one is above the law and analysing real-world legal cases.	Skills: Deepening understanding of how laws are created and enforced in society. Participating in activities or discussions about the legal system.	Skills: Deepening understanding of laws and their application, conducting mock trials.
	Knowledge: Recognising that rules are important for fairness and safety and that everyone must follow them.	Knowledge: Understanding that rules are in place to keep everyone safe and that adults also must follow them.	Knowledge: Recognising that rules are essential for maintaining fairness, safety, and order in both the classroom and broader society. Understanding that rules apply to everyone, including adults, teachers, police for example.	Knowledge: Building a deeper understanding of the concept that rules are crucial for ensuring fairness, safety, and order in society. Emphasising that rules apply universally, including to leaders and authorities, and that nobody is above the law.	Knowledge: Deepening understanding that even powerful figures like the Prime Minister, police, judges, etc., must follow the law.	Knowledge: Recognising the importance of laws in maintaining a just and orderly society. Understanding the roles of various institutions in upholding and enforcing laws, such as the police, judiciary, and legislature. Emphasising that the rule of law means that laws apply equally to all individuals, regardless of their position or power.	Knowledge: Recognising the importance of adherence to the law in a just society, where nobody, including leaders and authorities, is above the law.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Individual Liberty	-Encourage pupils to express their thoughts, feelings, and preferences. -Promote the idea that everyone is unique and special. Key Vocabulary: Choice, freedom, rights	-Encourage pupils to make simple choices independently. -Teach them to express their opinions respectfully. Key Vocabulary: Choice, rights, responsibility	-Encourage independent thinking and responsible decision making. -Discuss rights and responsibilities, e.g., the right to be safe and the responsibility to follow rules. Key Vocabulary: Freedom, rights, independence	-Foster critical thinking skills and encourage pupils to express their opinions respectfully. -Discuss freedom of speech and expression. Key Vocabulary: Autonomy, conscience, self-expression	- Encourage pupils to make choices that reflect their values. - Discuss the responsibilities that come with personal freedoms. Key Vocabulary: Rights, liberty, self-reliance	-Foster critical thinking and ethical decision making. -Explore the balance between individual rights and societal needs. Key Vocabulary: Empowerment, self-determination, agency	- Encourage pupils to reflect on their values and beliefs. - Discuss the importance of freedom in a democratic society. Key Vocabulary: Autonomy, rights, independence
	Skills: Expressing simple preferences and opinions.	Skills: Expressing opinions respectfully and listening to others' viewpoints.	Skills: Building on previous skills, pupils practice expressing opinions and choices,	Skills: Developing the ability to express personal opinions and preferences understanding the importance of respecting view of others.	Skills: Further developing the ability to express opinions and choices while engaging in respectful discussions and debates.	Skills: Encouraging and practicing critical thinking, allowing pupils to explore their own values and beliefs, and respecting the values of others.	Skills: Discussing the freedom to hold religious beliefs and change them without fear of persecution, exploring the principles of human rights.
	Knowledge: Basic awareness of personal choices.	Knowledge: Beginning to understand the freedom to express oneself, including religious beliefs.	Knowledge: Recognising that people have the freedom to express themselves and make personal choices, while also understanding the need to consider the feelings of others.	Knowledge: Understanding the freedom to express oneself, including religious beliefs, and respecting others' choices and perspectives.	Knowledge: Building on the concept of individual liberty, emphasising that it involves not only personal freedom but also a responsibility to use that freedom in a respectful and considerate manner. Recognising that individual liberty is a fundamental aspect of a democratic society.	Knowledge: Deepening the understanding of individual liberty as a cornerstone of democratic societies, emphasising the importance of freedom of thought, expression, and belief. Recognising that individual liberty includes the freedom to hold and change religious or philosophical beliefs without fear of persecution. Consider discussing Malala Yousafzai (Pakistani education activist)	Knowledge: Understanding the significance of religious freedom as a fundamental human right and recognising the importance of safeguarding individual liberties for all. Consider discussing Suffrage movement.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mutual Respect and Tolerance	-Emphasise sharing and taking turns during playtime. -Introduce stories and activities that celebrate diversity and different cultures. Mutual Respect Key Vocabulary: Kindness, listening, sharing Tolerance Key Vocabulary: Different, acceptance, diversity	-Continue to promote sharing, empathy, and kindness. -Introduce basic concepts of different cultures and traditions. Mutual Respect Key Vocabulary: Respect, politeness, empathy Tolerance Key Vocabulary: Acceptance, diversity, equality	-Expand discussions on different family structures and lifestyles. -Explore stories, festivals, and traditions from various cultures in more depth. Mutual Respect Key Vocabulary: Respect, politeness, considerate Tolerance Key Vocabulary: Acceptance, diversity, inclusion	-Deepen discussions about discrimination, stereotypes, and prejudice. -Explore different world religions, customs, and cultures in more detail. Mutual Respect Key Vocabulary: Courtesy, empathy, appreciation Tolerance Key Vocabulary: acceptance, inclusivity, harmony	- Explore issues related to diversity, inclusion, and equality. - Encourage respectful discussions about sensitive topics. Mutual Respect Key Vocabulary: Civility, liberty, self-reliance Tolerance Key Vocabulary: Understanding, equity, open- mindedness	-Discuss global issues related to tolerance, human rights, and conflict. -Promote empathy and understanding towards diverse viewpoints. Mutual Respect Key Vocabulary: Respect, consideration, courtesy Tolerance Key Vocabulary: Inclusivity, pluralism	-Explore contemporary issues related to diversity, migration, and tolerance. -Encourage critical thinking and respectful debate on complex societal topics. Mutual Respect Key Vocabulary: Empathy, tactfulness Tolerance Key Vocabulary: Interconnectedness, admiration, reverence
	Skills: Basic sharing, turn- taking, and greeting others politely.	Skills: Treating others kindly, showing empathy, and resolving conflicts peacefully.	Skills: Discussing different cultures, traditions, and religions, and showing acceptance and respect.	Skills: Continuing to practice kindness, empathy, and conflict resolution skills within the classroom and school community.	Skills: Further developing the ability to respect and appreciate diversity by engaging in activities that explore different cultures, traditions, and perspectives.	Skills: Exploring cultural celebrations and traditions, engaging in discussions about cultural diversity.	Skills: Engaging in projects or activities that promote tolerance, empathy, and understanding among pupils from different backgrounds.
	Knowledge: Understanding that people have different names and backgrounds.	Knowledge: Recognising and appreciating differences among classmates.	Knowledge: Growing appreciation for diversity and the importance of respecting others' beliefs.	Knowledge: Building on the understanding of differences among classmates and exploring the concept of diversity in a broader context, including cultural, religious, and social diversity. Learning about different cultures and traditions, with an emphasis on respect for all.	Knowledge: Continuing to deepen the understanding of diversity, tolerance, and the importance of respecting others' backgrounds and beliefs. Encouraging an atmosphere of inclusivity and acceptance within the school community.	Knowledge: Deepening awareness and respect for cultural diversity and the importance of cultural heritage. Discuss Rosa Parks and how she has shaped society today.	Knowledge: Emphasising the significance of mutual respect and tolerance in the context of social harmony and inclusivity. Encouraging pupils to be active agents in creating an inclusive and tolerant school environment, while respecting the rights and dignity of all individuals.