



Democracy Progression

EYFS	<ul style="list-style-type: none">• Learning to listen to and respect the opinions and feelings of others in our discussions and learning activities, taking turns, sharing, collaborating and making decisions together.• Voting for the Snack time story.• Keeping our play going by collaborating - the Number of children per area, using lanyards, taking turns during circle time, carpet session games, role play.
Year 1	<ul style="list-style-type: none">• Voting for our school council members using a secret ballot.• Voting for the book we would like to read as a class.• Voting and using majority decisions when deciding on monthly team point or attendance rewards.• Putting our hands up and waiting for our turn to speak.
Year 2	<ul style="list-style-type: none">• Voting for our school council members who are standing for election and explaining to others why they should be chosen.• Voting and using majority decisions to make choices within the curriculum e.g. when choosing class books.• Voting and using majority decisions when deciding on monthly team point and attendance rewards.• Listening patiently and respectfully whilst others are talking and wait for our turn to speak.
Year 3	<ul style="list-style-type: none">• Voting for school council and respecting the majority decision- verbally• Presenting to peers to explain why they think they should be school councillor• To be able to take part in a fair vote and understand why• Voting and using majority decisions when deciding on monthly team point and attendance rewards.
Year 4	<ul style="list-style-type: none">• Voting for school council and respecting the majority decision-• Presenting and recording reasons for wanting to be school councillor• Playing a part in the process of voting and the language associated with it• Voting and using majority decisions when deciding on monthly team point and attendance rewards.
Year 5	<ul style="list-style-type: none">• Voting for school council and respect the majority decision-recording their pledges for being a good councillor• To understand the need for democracy and it's principles and place in society• Choosing from and discussing a list of options before holding a vote
Year 6	<ul style="list-style-type: none">• Voting for school council and respect the majority decision following a debate and understanding the facts• Understanding and discussing the need for democracy and the impact of not having a democracy• Independently identify a list of rewards and make a choice



Democracy

In this work we learnt how to express our views confidently.



Democracy

In this work we learnt how to respect all views.



Democracy

In this work we learnt how people debate peacefully.



Democracy

In this work we learnt how to participate willingly.



Individual Liberty Progression

EYFS	<ul style="list-style-type: none"> Developing and understanding the early language of Proud, believe, confident, I can!. Develop a positive sense of ourselves to develop self-knowledge, self-esteem and increase confidence in our own abilities. Exploring the language of feelings, reflecting on differences and understanding that we are all free to have different opinions. Making choices through play and independent learning and encouraged with focussed positive praise. Star of the week, British Values Award, Individual sticker charts.
Year 1	<ul style="list-style-type: none"> Looking at ourselves and our individuality and that of others Setting ourselves and pursuing our own personal goals and celebrating our achievements through our rewards systems
Year 2	<ul style="list-style-type: none"> Learn about different ways in which we and others can express identity and belonging. Learn about pursuing our own personal goals and celebrating our own and the achievements of others through our rewards systems. Using the REflectED colours across the curriculum and identify how/where we can improve as an individual.
Year 3	<ul style="list-style-type: none"> Contribute to setting their own personal targets and learn about different ways in which we and others express identity and belonging. Using the REflectED colours across the curriculum and identify how/where we can improve as an individual. Children are encouraged to take responsibility for their own behaviour and how these are controlled by the school's rules
Year 4	<ul style="list-style-type: none"> Set own personal targets identifying steps to achieving them and learn about different ways in which we express our own identity and belonging. Using the REflectED colours across the curriculum and understand how our own individuality supports our improvements. Understand the dangers of online safety and the consequences of acting outside the rules and advice Children actively take responsibility for their own behaviour and how these are controlled by the school's rules
Year 5	<ul style="list-style-type: none"> Use REflectED colours to set own personal targets and explain how they would achieve them within the established rules. Understand online content and how reliable it is and the consequences of acting outside the rules and advice Children take responsibility for their own behaviour within set rules, understanding why there is a need for consequences
Year 6	<ul style="list-style-type: none"> Use REflectED colours to set personal targets within the established rules and explain why it is beneficial to their development as an individual. Consider their online actions, how they respond and how the law impacts on their actions Children take responsibility for their own behaviour, understanding why there is a need for consequences and laws in the wider world



Individual Liberty

During this work we learnt how to pursue our goals.



Individual Liberty

During this work we learnt how to work hard to improve



Individual Liberty

During this work we learnt to be responsible for our own actions.



Individual Liberty

During this work we learnt how to challenge bullying, prejudice or bias with confidence.



Individual Liberty

During this work we learnt how to challenge bullying, prejudice or bias with confidence.



Rule of Law Progression

EYFS	<ul style="list-style-type: none"> Developing and understanding the early language of Good choice, bad choice, right, wrong. We learn to manage our own feelings and behaviour, learn right from wrong, behaving within agreed and clearly defined boundaries in our routines and play activities and about dealing with the consequences e.g. Thinking chair, focussed positive praise, individual sticker charts. Finding out about and seeing people who help us, including Emergency Service Visits. Learning routines, rules and boundaries for the day in school
Year 1	<ul style="list-style-type: none"> Following our school code of conduct and looking at the reasons behind it. Creating our own class charter. Talking about how rules make what we do fair Thinking and talking about staying safe at specific times e.g. Bonfire night.
Year 2	<ul style="list-style-type: none"> Following our school code of conduct and learning how this is replicated to similar rules outside of school they may experience e.g. in clubs and activities. Following rules in games and activities and know how these help keep us safe and make things fair. Thinking and talking about rules that help us stay safe such as Bonfire night and during other events and times.
Year 3	<ul style="list-style-type: none"> Follow the school code of conduct and anti-bullying pledges and develop an understanding of how it relates to the wider world and the possible consequences of not following them Have the opportunity to experience rules within the local area Understand safety within the school environment and during specific times and events
Year 4	<ul style="list-style-type: none"> Follow the school code of conduct and anti-bullying pledges and deepen an understanding of how it relates to the wider world and the consequences of not following them on others Have the opportunity to experience rules within the local community Understand safety in the wider world including on the roads and during specific times and events
Year 5	<ul style="list-style-type: none"> Agreeing a set of principles and relating it to the school code of conduct and anti-bullying pledges and the immediate consequences of not following them Have the opportunity to experience rules within a different setting and begin to understand some of the legal consequences of not following rules either as a group or an individual. Understand safety in the wider world including in water and during specific times and events
Year 6	<ul style="list-style-type: none"> Agreeing a set of principles and relating it to the school code of conduct and anti-bullying pledges and make links to real life legislation Understand the consequences of not following rules in group and individual activities. E.g on a residential visit Understand national laws and issues and be able to explain rules to others



Rule of Law

In this work we learnt how people commit to rules.



Rule of Law

In this work we learnt how others are helped to do the right thing.



Rule of Law

In this work we learnt about honesty, truth and loyalty.



Mutual Respect and Tolerance Progression

<p>EYFS</p>	<ul style="list-style-type: none"> • Developing and understanding the early language of Take turns, fair, kind, friend. • Play learn and grow together in our classroom activities to learn how to be part of a community take turns and show respect and consideration for others' ideas/opinions. • Manage feelings and behaviour and form relationships with others to treat others as we want to be treated through anti-bullying week and Circle time activities. • Developing and understanding the early language of Same, different, beliefs, traditions. • Appreciate and respect our own culture and the culture of others. • Exploring similarities and differences between ourselves and others. • Share knowledge and experiences of our own celebrations and learn about similarities and differences between ourselves and our classmates.
<p>Year 1</p>	<ul style="list-style-type: none"> • Sharing our thoughts and ideas freely. • Taking an active role in Anti-bullying week and look closely at the qualities that make a good friend. • Learning and developing respect not only towards other people but to animals and our environment. • Finding out about different religious celebrations and festivals • Learning about significant people from different backgrounds and what they did • Reading stories from different cultures and religions.
<p>Year 2</p>	<ul style="list-style-type: none"> • Sharing our thoughts and ideas to understand that everyone has the right to an opinion even if it is different to our own. • Taking an active role in Anti-bullying week and look closely at the qualities that make a good friend and the impact of bullying including the impact on our mental health. • Learning and developing respect not only towards other people but to animals and our environment and the importance of fair trade and respect for growers. • Looking at and comparing different religions, celebrations and festivals • Responding with ideas to examples of co-operation between people who are different. • Discovering the implications on individuals who suffered a lack of tolerance
<p>Year 3</p>	<ul style="list-style-type: none"> • Express our own opinions • Listening to one another and be respectful to one another during class/group/paired discussions • Participating in anti-bullying week, children look closely at how to recognise bullying and how to deal with such behaviour • Understand diversity and respect the cultures, race and beliefs within the school community. • Children understand when behaviour towards others is not acceptable and the word discrimination. • Children are taught about famous examples of people who used courage to challenge the discrimination that was shown towards them.
<p>Year 4</p>	<ul style="list-style-type: none"> • Express own opinions with reasons • Listening to one another and be respectful to one another during class/group/paired discussions



Elkesley Primary & Nursery School

Inspiring a Community of Life-long Learners

Progression of the British Values:

	<ul style="list-style-type: none">• Taking an active role in Anti-bullying week, children know what behaviours constitute bullying and how to deal with such behaviours• Understand diversity and respect the cultures, race, gender and beliefs of others within the school and the local area.• Children understand when behaviour towards others is not acceptable and are beginning to understand what discrimination means.• Children are taught about famous examples of people who used courage to challenge the discrimination that was shown towards them.
Year 5	<ul style="list-style-type: none">• Begin to challenge other people's opinions respectfully.• Children are encouraged to listen to one another, be respectful to one another and respond appropriately during topical discussions e.g Daily Newsround sessions• Taking an active role in Anti-bullying week, children know what behaviours constitute bullying, how to deal with such behaviours and the consequences involved.• Understand diversity and respect the cultures, race, gender, sexual orientation and beliefs with the wider community.• Children understand when behaviour towards others is not acceptable, including some specific types of discrimination• Children are taught about famous examples of people who used courage to challenge the discrimination that was shown towards them and can use this to questions their own or others opinions/ behaviour.
Year 6	<ul style="list-style-type: none">• Be able to debate sensitive issues, showing appreciation for other points of view• Children are encouraged to listen to one another, be respectful to one another, respond appropriately and confidently challenge opinions during topical discussions e.g Daily Newsround sessions• Taking an active role in Anti-bullying week, children know what behaviours constitute bullying, how to deal with such behaviours and the impact this can have on mental health and well-being• Understand diversity and respect the cultures and beliefs within our country and wider world.• Children understand when behaviour towards others is not acceptable, including any type of discrimination• Children are taught about famous examples of people who used courage to challenge the discrimination that was shown towards them or others and can use this to make a stand against others opinions/ behaviour.



Respect and Tolerance

During this work we learnt about respect for others.



Respect and Tolerance

During this work we learnt how people embrace differences.



Respect and Tolerance

During this work we learnt about and considered the cultures of other people.



Respect and Tolerance

During this work we learnt how to accept the beliefs and faiths of others.