



## Broadwood Primary School British Values

| EYFS  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|---|---|---|--|---|--|--|
| <b>Democracy</b>  |   |   |  |   |  |  |
| <p><i>How do we all live together?/ We all have a voice/ Making it fair</i></p> <ul style="list-style-type: none"> <li>• I can express my opinion</li> <li>• I can listen to others point of view</li> <li>• I can begin to work in a team</li> <li>• I can make choices</li> </ul> | <p><i>How do we all live together?/ We all have a voice/ Making it fair</i></p> <ul style="list-style-type: none"> <li>• I can express and begin to justify my opinion</li> <li>• I can listen and begin to understand others point of view</li> <li>• I can work as a team and begin to understand the importance of teamwork.</li> <li>• I can make choices and understand people may make different choices to me</li> </ul> | <p><i>How do we all live together?/ We all have a voice/ Making it fair</i></p> <ul style="list-style-type: none"> <li>• I can express and justify my opinion</li> <li>• I know mine and others' views count</li> <li>• I can understand the importance of teamwork.</li> <li>• I can make choices and begin to understand and respect the democratic process</li> <li>• I can ask and answer questions to help me form an opinion</li> </ul> | <p><i>Democracy for all</i></p> <ul style="list-style-type: none"> <li>• I can start to understand the terms democracy and why it is important.</li> <li>• I can say what makes a good leader</li> <li>• I can take part in a fair vote</li> <li>• I can explore different ways to can express my opinions</li> <li>• I can take part in a Q &amp; A to help me form an informed decision</li> </ul> | <p><i>Democracy for all</i></p> <ul style="list-style-type: none"> <li>• I can start to understand the terms democracy and why it is important.</li> <li>• I can write a short speech about my attributes to lead a democracy</li> <li>• I can take part in a fair vote and say how a vote was made fair</li> </ul> | <p><i>Democracy for all</i></p> <ul style="list-style-type: none"> <li>• I know what democracy is and why it is important.</li> <li>• I can write and deliver a short speech about ideas to improve life</li> <li>• I can take part in a fair vote</li> <li>• I can articulate ways our school community is a democracy</li> </ul> | <p><i>Democracy for all</i></p> <ul style="list-style-type: none"> <li>• I know what democracy is and why it is important. • and why it matters</li> <li>• I can write and deliver a short about ideas to improve life, taking into account others views</li> <li>• I can take part in a fair vote</li> <li>• I can articulate ways our school community is a democracy</li> </ul> |
| <b>Rule of Law</b>  |   |   |  |   |  |  |
| <p><i>How do we all live together?/Living together and getting along</i></p> <ul style="list-style-type: none"> <li>• I know what is right/wrong</li> <li>• I can follow simple rules</li> </ul>  | <p><i>How do we all live together?/Living together and getting along</i></p> <ul style="list-style-type: none"> <li>• I know what is right/ wrong and can make right choices</li> <li>• I can follow rules and begin to explain why we have rules</li> </ul>  | <p><i>How do we all live together?/Living together and getting along</i></p> <ul style="list-style-type: none"> <li>• I know what is right/ wrong and can apply this in my life</li> <li>• I can follow rules</li> <li>• I understand the need for rules</li> </ul>   | <p><i>Games without rules</i></p> <ul style="list-style-type: none"> <li>• I can follow and value rules</li> <li>• I understand there are different rules in different places</li> <li>• I can explore and make rules, learning their value and purpose</li> </ul>   | <p><i>Games without rules</i></p> <ul style="list-style-type: none"> <li>• I can follow and value rules</li> <li>• I can explore and make rules, learning their value and purpose</li> <li>• I can think thoughtfully about why rules are needed,</li> </ul>  | <p><i>Rules and laws</i></p> <ul style="list-style-type: none"> <li>• I can explore different rules, learning their value and purpose</li> <li>• I can say if there has been an injustice</li> <li>• I understand that living under the rule of</li> </ul>   | <p><i>Rules and laws</i></p> <ul style="list-style-type: none"> <li>• I can explain what Rule of Law is</li> <li>• I can think about why we have the 'Rule of Law'</li> <li>• I can say if there has been an injustice and argue my point appropriately</li> </ul>   |



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| <ul style="list-style-type: none"> <li>• I know I am a member of my community</li> <li>• I know who helps me in school and in the wider community</li> </ul> | <ul style="list-style-type: none"> <li>• I can name different communities</li> <li>• I know who helps me in school and in the wider community</li> </ul> | <ul style="list-style-type: none"> <li>• I can say if a rule is fair</li> </ul> | <ul style="list-style-type: none"> <li>• I know everyone in a community has rights and responsibilities and understand the important of rules in different</li> </ul> | explaining this to someone else <ul style="list-style-type: none"> <li>• I can say why a rule is fair</li> <li>• I can show respect for the law and the basis on which it is made</li> </ul> | law protects individuals | <ul style="list-style-type: none"> <li>• I can understand and appreciate the role of the Police in a democratic society</li> </ul> |
|--|--|---|---|--|--------------------------|--|

### Individual Liberty

|  |   |   |  |  |   |   |
|--|---|---|--|--|---|---|
| <i>How do I feel?/ Only one you</i> <ul style="list-style-type: none"> <li>• I am developing an awareness of my own needs, views and feelings</li> <li>• I can talk about how I feel with support</li> <li>• I can make decisions</li> </ul> | <i>How do I feel?/ Only one you</i> <ul style="list-style-type: none"> <li>• I am developing an awareness of my own needs, views and feelings</li> <li>• I can talk about how I feel</li> <li>• I am beginning to be sensitive to and respect the feelings of others</li> <li>• I can make decisions</li> </ul> | <i>How do I feel?/ Only one you</i> <ul style="list-style-type: none"> <li>• I am developing an awareness of my own needs, views and feelings</li> <li>• I can talk about how I feel</li> <li>• I can be sensitive to and respect the feelings of others</li> <li>• I can make decisions and begin to understand the repercussions of my choices</li> <li>• I understand I am responsible for my choices and behaviour</li> </ul> | <i>Plan to be good/ Encouraging Difference/Free to be me / Express Yourself</i> <ul style="list-style-type: none"> <li>• I am aware if my own needs, views and feelings</li> <li>• I can choose words to describe my individual personality</li> </ul> | <i>Plan to be good/ Encouraging Difference/Free to be me / Express Yourself</i> <ul style="list-style-type: none"> <li>• I am aware if my own needs, views and feelings</li> <li>• I can use encouragement when respecting everyone's differences</li> <li>• I can explore ways I am free to be me</li> <li>• I can choose words to describe my individual personality</li> <li>• I can consider the hopes and dreams we all have</li> <li>• I can celebrate the uniqueness of each individual and the power of being different</li> </ul> | <i>Individual liberty/ Supporting other peoples' liberty/ Staying free and avoiding peer pressure/ exploring Human Rights/ Exploring my individual liberties and my values</i> <ul style="list-style-type: none"> <li>• I can explore the right to live in freedom and individual liberty</li> <li>• I can explore the idea that we need to allow other people to have liberty</li> <li>• I understand that individual liberty has to be within the rules</li> <li>• I can explore my own individual liberty</li> </ul> | <i>Individual liberty/ Supporting other peoples' liberty/ Staying free and avoiding peer pressure/ exploring Human Rights/ Exploring my individual liberties and my values</i> <ul style="list-style-type: none"> <li>• I can explore the right to live in freedom and individual liberty</li> <li>• I can explore ways I can support other people's right to live in freedom and individual liberty</li> <li>• I understand that individual liberty has to be within the rules</li> <li>• I can explore the UN Children's Rights</li> <li>• I can explore my own individual liberty to be</li> </ul> |
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## Broadwood Primary School British Values

|   |   |  |  |   |  |   |
|---|---|--|--|---|--|---|
|   |   |  |  |   | to be who I want to be<br>(within the rules!)  | who I want to be (within<br>the rules!)<br>• I understand that I<br>have the right to make<br>changes and can use my<br>skills to implement<br>change   |
| <b>Mutual Respect, Tolerance and Diversity</b>  |   |  |  |   |  |   |
| <p><i>Everyone is special</i></p> <ul style="list-style-type: none"> <li>• I know that there are similarities and differences between people</li> <li>• I know that people have things in common but everyone is unique.</li> <li>• I can say why I am special</li> </ul> | <p><i>Everyone is special</i></p> <ul style="list-style-type: none"> <li>• I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds,</li> <li>• I know that people have things in common but everyone is unique.</li> <li>• I can identify and respect the similarities and differences between people.</li> </ul> | <p><i>Everyone is special</i></p> <ul style="list-style-type: none"> <li>• I know what mutual respect is</li> <li>• I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</li> <li>• I know that people have things in common but everyone is unique.</li> <li>• I can identify and respect the similarities and differences between people.</li> <li>• I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays</li> </ul> | <p><i>Welcoming new people / We are Britain</i></p> <ul style="list-style-type: none"> <li>• I can describe how to welcome people and practice being welcoming</li> <li>• I can think about what different people in Britain are like</li> <li>• I can recognise my own strengths</li> </ul> | <p><i>Welcoming new people / We are Britain</i></p> <ul style="list-style-type: none"> <li>• I know what diversity is</li> <li>• I can describe how to welcome people and practice being welcoming</li> <li>• I can think about what different people in Britain are like</li> <li>• I can recognise my own strengths and appreciate strengths in others</li> <li>• I can show respect for other people's differences and understand how people's lives may be different</li> </ul> | <p><i>Explore the meaning of equality</i></p> <ul style="list-style-type: none"> <li>• To understand how all people are equal and different</li> <li>• I know what prejudicial or discriminatory behaviour is</li> <li>• I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations,</li> </ul> | <p><i>Explore the meaning of equality</i></p> <ul style="list-style-type: none"> <li>• I know what tolerance is and why it is important</li> <li>• To understand how all people are equal and different</li> <li>• I can challenge prejudicial or discriminatory behaviour</li> <li>• I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations</li> </ul> |



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