



# Progression Documents

## British Values

### Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

### Intent

British values can play an important role in education. British values are promoted in so much of what we do, not least during our [school assemblies](#), [Religious Education](#) and [PHSE](#) sessions.

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

### Key Concepts Value of Respect

Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and Beliefs, or those without faith
<b>"Rule of the People"</b>	<b>"The rules that the government have agreed within a country"</b>	<b>"Being able to live freely so long as we act responsibly"</b>	<b>"Giving and receiving polite behaviour to/from someone or something"</b>	<b>"Accepting that others have different beliefs even when you disagree"</b>
We <b>respect</b> that everyone has a right to a voice.	We <b>respect</b> the rules and follow them so that everyone is treated equally and keep safe.	Respect people's freedom to do what is right	We <b>respect</b> everyone in school.	We <b>respect</b> the views, values and beliefs of everyone, even if they are different from our own.
Children have the opportunity to have their voices heard in school. Pupil Voice is accessed regularly during class work and is evidenced in classroom displays and whole class display books. The school also carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. School Councillors are elected democratically, voting in each class at the beginning of each year.	The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the PHSE whole school curriculum overview and whole school assemblies. Across the school there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police or Road Safety team to discuss road safety, bike safety, fire and water hazards, stranger danger and the NSPCC.	Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for children to make choices safely.  Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in.	Part of our school ethos and positive behaviour policy has revolved around our values be PROUD. Our values are reflected in our school rules, display, newsletters and website and in the curriculum where opportunities arise. Where pupils show the value of Personal Excellence, Respect, Opportunities, Uniqueness and Discovery, they may be awarded Class Dojo points. School Councillors remind children in their class of good core values of behaviour in school and towards others when visiting classrooms.	This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through our Curriculum. Assemblies' are planned termly to recognise key dates within different faiths and cultures. Assemblies are followed up and supported by learning in PHSE and RE. Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School	
Democracy	<ul style="list-style-type: none"> <li>• Make decisions when given choices</li> <li>• Vote in whole class decisions (which activities out today...)</li> <li>• Explain why they chose/voted that way</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they would like to improve school</li> <li>• Vote for school council members</li> <li>• Know what parliament is (Fireworks link...)</li> <li>• Know who the Prime minister is</li> <li>• To know that democracy means “Rule of people”</li> <li>• To suggest aspects of class charter</li> <li>• To agree on class charter (rules)</li> </ul>	<ul style="list-style-type: none"> <li>• To know that democracy means “Rule of people”</li> <li>• To understand the way in which national elections take place</li> <li>• To take part in own elections based on a school issue</li> <li>• To elect members of school council</li> </ul>	<ul style="list-style-type: none"> <li>• To know that democracy means “Rule of people”</li> <li>• Attend a governors meeting with suggestions for improvement</li> <li>• To understand the difficulties with different voting systems (proportional representation, first past post....)</li> <li>• To understand the differences between the major parties in general terms</li> <li>• To know a brief history of democracy in Britain – Magna Carter, Civil War, reform act, women, 18 years old</li> <li>• To elect members of school council</li> <li>• Write to local MP about an issue (invite in?)</li> </ul>	<ul style="list-style-type: none"> <li>• See how school council represent views of pupils</li> <li>• Involved in surveys and know how they change aspects of school life</li> <li>• Have choices/votes within everyday school life</li> </ul>	Democracy, democratic, vote, voting, ballot, government, laws, rules, parliament, campaign, society, council, representative, voice, majority, monarchy			
The Rule of Law	<ul style="list-style-type: none"> <li>• Understand there are rule and can follow them</li> <li>• Know why the rules are there (can explain simply)</li> </ul> <p>Know about the police (via visits etc) and their job</p>	<ul style="list-style-type: none"> <li>• Understand why rules are important</li> <li>• Understand consequences</li> <li>• To suggest aspects of class charter</li> <li>• To know local police officers and what they do (visit police station)</li> </ul> <p>To be able to contribute to decisions about the rules within their own class with simple reasons for the rule</p>	<ul style="list-style-type: none"> <li>• Create class charter (rules)</li> <li>• Be able to explain why specific rules have a positive impact on society/school</li> <li>• Debate rules that are controversial to reach own conclusion</li> </ul> <p>Understand the need to follow laws even if disagree</p>	<ul style="list-style-type: none"> <li>• Know how Junior PCSOs are selected and can be consulted on issues</li> <li>• Create class charter (rules)</li> <li>• Understand rights and responsibilities</li> <li>• Understand that the rule of law means the government can’t just do as it pleases</li> <li>• Know how rules/laws can vary by in countries around the world</li> <li>• Can debate coherently about rules/laws that they may agree/disagree with</li> </ul> <p>Contribute to the agreement statements within the Home School Agreement which will be given to new children in the next academic year</p>	<ul style="list-style-type: none"> <li>• Set class charters at the beginning of each school year</li> <li>• Agree to whole school rules by communicating through school council</li> <li>• Know local PSCO through assemblies</li> </ul>	Rule, law, government, fairness, equality, regulation, advisory, rights, responsibilities			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Individual Liberty	<ul style="list-style-type: none"> <li>• Can express own feelings</li> <li>• Know that others have feelings</li> <li>• Can say how other may feel in specific situations</li> <li>• Know how we could help in specific situations – when someone is hurt or sad or angry to help</li> <li>• Can take turns and share resources</li> </ul>	<ul style="list-style-type: none"> <li>• Can make decisions that take into account the impact on others</li> <li>• Understand how our own behaviour affects others both positively and negatively</li> <li>• To understand the basics of peer pressure and how to say no</li> <li>• Understand that people have been treated differently due to their race, gender ....</li> <li>• To understand that they should tell an adult if anybody is being treated differently because of race, gender, looks, religion...</li> </ul>	<ul style="list-style-type: none"> <li>• To know that liberty means “living freely whilst acting responsibly”</li> <li>• To be able to give examples of groups who do not have the same liberties as we do</li> <li>• To understand peer pressure</li> <li>• To be able to give examples of techniques to use if feeling pressured by peers</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that society has many inequalities including racism, sexism...</li> <li>• To know what apartheid is</li> <li>• To know that some liberties can be damaging – smoking, drugs...</li> <li>• To know the UN Convention of Rights for Children and how this applies to each pupil</li> <li>• To understand that lots of countries in which we are liberated achieved came to this point by oppressing others</li> <li>• To recall that liberty has to be achieved responsibly and to be able to debate different examples of “liberation” and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Know how peer pressure can affect our decisions</li> <li>• Understand the school rules and know why they are there</li> <li>• Know how their actions can affect others</li> <li>• Know that society is not always fair – people can be treated differently because of race, looks, religion....</li> </ul>			
	Liberty, individual, responsible, power, equality, fairness, oppression, restriction, slavery, imprisonment, rules, laws, anti-social, social, peer pressure, oppression							
Mutual Respect	<ul style="list-style-type: none"> <li>• Know own family customs</li> <li>• Know the customs of others within their class</li> <li>• Know about a range of celebrations (religious, historical...) and why they are important</li> </ul>	<ul style="list-style-type: none"> <li>• Know some simple comparisons between countries and their cultures</li> <li>• Know some simple stereotypes (firemen not women...) and see examples that prove the stereotype wrong</li> <li>• Talk openly about those things that are respectful and aren't in school/class/friendships</li> <li>• See change in routines, rules, resource where things aren't fair.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand some differences in cultures and why they exist (history of culture)</li> <li>• To understand differences between religions (including atheistic views) and why they exist</li> <li>• To know about the way in which respect has been established in history – Suffragettes, Wilberforce...</li> </ul>	<ul style="list-style-type: none"> <li>• To know the UN Convention of Rights for Children and how this applies to each pupil</li> <li>• To understand that rights and respect should go hand in hand</li> <li>• To consider news stories which relate to mutual respect and consider the context in which the issues have arisen (racism, sexism, ageism...)</li> <li>• To know what discrimination is</li> <li>• To know that it is important to identify and combat discrimination</li> <li>• To know of the positive impact that tackling discrimination has had in specific cases</li> <li>• To respect the views of others (who act responsibly) even if disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>• To know that life is not always fair</li> <li>• To know how to talk to someone if something unfair is happening at school or outside of school</li> <li>• To have an opinion on what is right and wrong in age appropriate scenarios</li> <li>• To understand that if we respect one another then we can do more and feel safe and secure</li> </ul>			
	Respect, mutual, polite, receive, value, worth, responsibility, equality, fairness, stereotype, discrimination							
Tolerance	<b>This will be linked to Mutual Respect/Tolerance and the Religious Education Curriculum</b>							
	Democracy, democratic, vote, voting, ballot, government, laws, rules, parliament, campaign, society, council, representative, voice, majority, monarchy							