

British Values – Progression statements

Dear Colleagues

In 2011 the British Government set out its definition of British Values in its Prevent Strategy and in 2014 the DfE shared its guidance in how they could be promoted through pupil's spiritual, moral and cultural development. It reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with difference faiths and those without faith."

It is expected that British Values are actively promoted and woven into all aspects of school life so that we are helping shape our pupils to become well rounded members of the community. Our job as teachers is to find opportunities to explore British values within our teaching activities. There should be explicit and implicit explorations of British values. We should be exploring important issues with learners and giving them a chance to consider how the British values are relevant to them in

- their personal lives
- our school community
- our wider community
- our country
- and globally

The progression statements below are taken from the HfL Curriculum Mapping Embedding Fundamental British Values documents as well as other research. The progression statements build on each other developing the pupils understanding, knowledge and skills in each area. These will be used as our discrete teaching areas for British Values for each year group as well as our tracking of coverage. This is alongside our Summerswood Audit of British Values coverage that will include all aspects of school life where British values are taught, encouraged, explored through other means e.g. the Summerswood Parliament.

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If I am teaching British Values explicitly how will I do it?



As with any PSHE lesson think about the knowledge, skills and attributes you would like to teach and the pupils to learn. This should be directly linked to your year group's progression statements for each of the British values.



An effective PSHE lesson will include all of the above in order to support pupils' progression and attainment.

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British Value	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Individual Liberty Year Group focus areas	<p>Pupils develop their self-knowledge, self-esteem and self-confidence.</p> <p>Pupils begin to accept the needs of others in learning activities and take turns and share resources.</p>	<p>Pupils learn to accept responsibility for their behaviour.</p> <p>Pupils continue to accept the needs of others in learning activities and take turns and share resources.</p>	<p>Pupils develop and demonstrate initiative, and understand how they can contribute positively to the lives of those living and working locally and to society more widely.</p>	<p>Pupils develop the skills to express their opinions, know that their opinions matter, and can challenge the ideas of others with respect.</p> <p>Use own initiative to keep themselves safe e.g. e-safety</p>	<p>Pupils understand that conflict, disagreement and differences of opinion are part of life and develop skills to manage these situations.</p> <p>To know they can be responsible for developing own self-esteem and self-confidence through a growth mind set and mindfulness, living in the moment.</p>	<p>Pupils know that Britain seeks to provide safeguards to protect the most vulnerable people in our society.</p>	<p>Pupils know that Britain values education for all, learning for life and encourages all to aspire and to fulfil their potential.</p>
Tracking Date and highlight when taught explicitly and implicitly							

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British Value	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rule of Law Year Group focus areas	To be able to follow the school and class code of conducts.	To understand the consequences of not following the school or class code of conducts and by following the rules everyone can be safe.	Pupils can distinguish right from wrong and are encouraged to respect the civil and criminal laws of Britain.	Pupils gain an appreciation that living under the rule of law protects individual citizens and understand how this contributes to their wellbeing and safety.	Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.	Pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law.	Pupils know that there are mechanisms for legal protest under the law and that these can lead to changes in the law and in society e.g. UN rights of the child.
Tracking Date and highlight when taught explicitly and implicitly							

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British Value	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Democracy Year Group focus areas	To participate in simple votes to choose things.	To understand the process and participate in school Parliament election for the first time. To know what Parliament is in simple terms. To contribute their collective class voice to school via their elected Parliamentarians.	Pupils develop an understanding of how citizens can influence decision-making through the democratic process.	Pupils learn about the advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.	Pupils learn that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence. To know how democracy looked different or the same in the past.	All pupils within the school have a voice that is listened to, and they can actively take part in democratic processes that demonstrate how democracy works. To know the responsibilities of the Houses of Parliament (House of Commons), the executive seat of power.	Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote. To know how the Legislative power is held between the two Houses of Parliament (Lords and Commons).
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British Value	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mutual respect and Tolerance Year Group focus areas	To know own family customs and others from around the world.	<p>Pupils develop respect for themselves and learn to respect other people.</p> <p>To know some simple comparisons between countries in the world and their cultures.</p>	Pupils have opportunities to develop a strong sense of identity and know that difference, diversity and uniqueness is accepted and valued as long as it does not infringe the law.	Pupils understand the importance of identifying and combatting discrimination e.g. gender	<p>Pupils have access to a wide range of resources to help them learn about different faiths and cultures and gain an acceptance that other people having different faiths or beliefs should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>To know the similarities and differences between the cultures of different countries.</p>	Pupils understand that we can respect, work with and learn from people who have very different beliefs and experiences.	Pupils understand that laws that protect our freedom also require us to fulfil responsibilities to others and that British people are free to live as they wish, as long as they do not hurt, disrupt or affect the rights of anyone else.

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