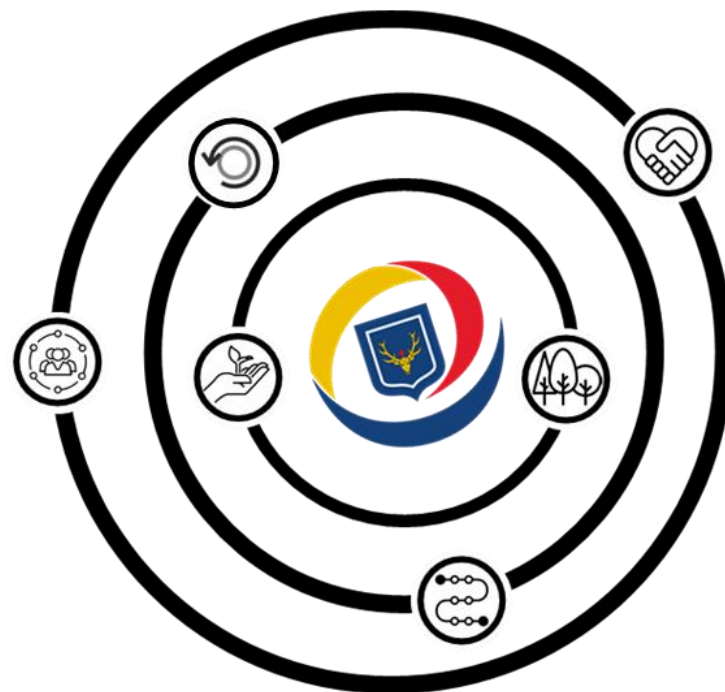


OUR LADY AND ST. HUBERT'S PRIMARY

British Values Knowledge Progression



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



Democracy

Year Group	Knowledge Statements
EYFS <i>How do we all live together? We all have a voice. Making it fair.</i>	<ul style="list-style-type: none"> • I can express my opinion • I can listen to others point of view • I can begin to work in a team • I can make choices
Year 1 <i>How do we all live together? We all have a voice. Making it fair.</i>	<ul style="list-style-type: none"> • I can express and begin to justify my opinion • I can listen and begin to understand others point of view • I can work as a team and begin to understand the importance of teamwork. • I can make choices and understand people may make different choices to me
Year 2 <i>How do we all live together? We all have a voice. Making it fair.</i>	<ul style="list-style-type: none"> • I can express and justify my opinion • I know mine and others' views count • I can understand the importance of teamwork. • I can make choices and begin to understand and respect the democratic process • I can ask and answer questions to help me form an opinion
Year 3 <i>Democracy for all</i>	<ul style="list-style-type: none"> • I can start to understand the terms democracy and why it is important. • I can say what makes a good leader • I can take part in a fair vote • I can explore different ways to can express my opinions • I can take part in a Q & A to help me form an informed decision
Year 4 <i>Democracy for all</i>	<ul style="list-style-type: none"> • I can start to understand the terms democracy and why it is important. • I can write a short speech about my attributes to lead a democracy • I can take part in a fair vote and say how a vote was made fair • I can explore ways we can express our opinions and campaign for democratic change • I can take part in a Q & A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion
Year 5 <i>Democracy for all</i>	<ul style="list-style-type: none"> • I know what democracy is and why it is important. • I can write and deliver a short speech about ideas to improve life • I can take part in a fair vote • I can articulate ways our school community is a democracy • I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion
Year 6 <i>Democracy for all</i>	<ul style="list-style-type: none"> • I know what democracy is and why it is important and why it matters • I can write and deliver a short speech about ideas to improve life, taking into account others views • I can take part in a fair vote • I can articulate ways our school community is a democracy • I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion • I can explain how explain how democracy has changed over time

Rule of Law

Year Group	Knowledge Statements
<p style="text-align: center;">EYFS</p> <p style="text-align: center;">How do we all live together? Living together and getting along</p>	<ul style="list-style-type: none"> • I know what is right/wrong • I can follow simple rules • I know I am a member of my community • I know who helps me in school and in the wider community
<p style="text-align: center;">Year 1</p> <p style="text-align: center;">How do we all live together? Living together and getting along</p>	<ul style="list-style-type: none"> • I know what is right/ wrong and can make right choices • I can follow rules and begin to explain why we have rules • I can name different communities • I know who helps me in school and in the wider community
<p style="text-align: center;">Year 2</p> <p style="text-align: center;">How do we all live together? Living together and getting along</p>	<ul style="list-style-type: none"> • I know what is right/ wrong and can apply this in my life • I can follow rules • I understand the need for rules • I know everyone in a community has rights and responsibilities • I can say if a rule is fair
<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Games without rules</p>	<ul style="list-style-type: none"> • I can follow and value rules • I understand there are different rules in different places • I can explore and make rules, learning their value and purpose • I know everyone in a community has rights and responsibilities and understand the important of rules in different communities
<p style="text-align: center;">Year 4</p> <p style="text-align: center;">Games without rules</p>	<ul style="list-style-type: none"> • I can follow and value rules • I can explore and make rules, learning their value and purpose • I can think thoughtfully about why rules are needed, explaining this to someone else • I can say why a rule is fair • I can show respect for the law and the basis on which it is made
<p style="text-align: center;">Year 5</p> <p style="text-align: center;">Rules and laws</p>	<ul style="list-style-type: none"> • I can explain what Rule of Law is • I can think about why we have the 'Rule of Law' • I can explore different rules, learning their value and purpose • I can say if there has been an injustice • I understand that living under the rule of law protects individuals
<p style="text-align: center;">Year 6</p> <p style="text-align: center;">Rules and laws</p>	<ul style="list-style-type: none"> • I can explain what Rule of Law is • I can think about why we have the 'Rule of Law' • I can explore different rules, learning their value and purpose • I can suggest new rules and explain how they will make our school community better • I can explain why different places have different rules • I can say if there has been an injustice and argue my point appropriately • I can understand and appreciate the role of the Police in a democratic society

Individual Liberty

Year Group	Knowledge Statements
<p style="text-align: center;">EYFS</p> <p>How do I feel? Only one you</p>	<ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel with support • I can make decisions
<p style="text-align: center;">Year 1</p> <p>How do I feel? Only one you</p>	<ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel • I am beginning to be sensitive to and respect the feelings of others • I can make decisions
<p style="text-align: center;">Year 2</p> <p>How do I feel? Only one you</p>	<ul style="list-style-type: none"> • I am developing an awareness of my own needs, views and feelings • I can talk about how I feel • I can be sensitive to and respect the feelings of others • I can make decisions and begin to understand the repercussions of my choices • I understand I am responsible for my choices and behaviour
<p style="text-align: center;">Year 3</p> <p>Plan to be good Encouraging difference Free to be me Express yourself</p>	<ul style="list-style-type: none"> • I know what freedom is • I am aware if my own needs, views and feelings • I can use encouragement when respecting everyone's differences • I can explore ways I am free to be me • I can choose words to describe my individual personality • I can consider the hopes and dreams we all have
<p style="text-align: center;">Year 4</p> <p>Plan to be good Encouraging difference Free to be me Express yourself</p>	<ul style="list-style-type: none"> • I know what freedom is • I am aware if my own needs, views and feelings • I can use encouragement when respecting everyone's differences • I can explore ways I am free to be me • I can choose words to describe my individual personality • I can consider the hopes and dreams we all have • I can celebrate the uniqueness of each individual and the power of being different • I understand ways to help others to be free to be themselves
<p style="text-align: center;">Year 5</p> <p>Individual liberty Supporting other peoples' liberty Staying free and avoiding peer pressure Exploring Human Rights Exploring my individual liberties and my values</p>	<ul style="list-style-type: none"> • I can explore the right to live in freedom and individual liberty • I can explore the idea that we need to allow other people to have liberty • I understand that individual liberty has to be within the rules • I can explore my own individual liberty to be who I want to be (within the rules!) • I understand that I have the right to make changes
<p style="text-align: center;">Year 6</p> <p>Individual liberty Supporting other peoples' liberty Staying free and avoiding peer pressure Exploring Human Rights Exploring my individual liberties and my values</p>	<ul style="list-style-type: none"> • I can explore the right to live in freedom and individual liberty • I can explore ways I can support other people's right to live in freedom and individual liberty • I understand that individual liberty has to be within the rules • I can explore the UN Children's Rights • I can explore my own individual liberty to be who I want to be (within the rules!) • I understand that I have the right to make changes and can use my skills to implement change

Mutual Respect, Tolerance and Diversity

Year Group	Knowledge Statements
<p style="text-align: center;">EYFS Everyone is special</p>	<ul style="list-style-type: none"> • I know that there are similarities and differences between people • I know that people have things in common but everyone is unique. • I can say why I am special
<p style="text-align: center;">Year 1 Everyone is special</p>	<ul style="list-style-type: none"> • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people.
<p style="text-align: center;">Year 2 Everyone is special</p>	<ul style="list-style-type: none"> • I know what mutual respect is • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people. • I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays
<p style="text-align: center;">Year 3 Welcoming new people We are Britain</p>	<ul style="list-style-type: none"> • I can describe how to welcome people and practice being welcoming • I can think about what different people in Britain are like • I can recognise my own strengths • I can show respect for other people's differences
<p style="text-align: center;">Year 4 Welcoming new people We are Britain</p>	<ul style="list-style-type: none"> • I know what diversity is • I can describe how to welcome people and practice being welcoming • I can think about what different people in Britain are like • I can recognise my own strengths and appreciate strengths in others • I can show respect for other people's differences and understand how people's lives may be different
<p style="text-align: center;">Year 5 Exploring the meaning of equality</p>	<ul style="list-style-type: none"> • To understand how all people are equal and different • I know what prejudicial or discriminatory behaviour is • I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations
<p style="text-align: center;">Year 6 Exploring the meaning of equality</p>	<ul style="list-style-type: none"> • I know what tolerance is and why it is important • To understand how all people are equal and different • I can challenge prejudicial or discriminatory behaviour • I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations