



## Beeston Primary School British Values Progression Grid



British Values encourages pupils 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.

	<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect</b>
<p>EYFS (Nursery and Reception)</p>	<p>As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development: Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. Staff can support the decisions that children make and provide activities that involve turn, taking, sharing and collaboration. Children</p>	<p>As part of the focus on managing feelings and behaviour: Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</p>	<p>As part of the focus on self-confidence &amp; self-awareness and people &amp; communities as cited in Personal Social and Emotional development and Understanding the World: Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.</p>	<p>As part of the focus on people &amp; communities, managing feelings &amp; behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World: Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.</p>

	should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.			Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
KS1 (Year 1 & 2)	Expresses and justifies opinions. Understands that own and others' views count. Understands the importance of teamwork.	Can understand that everyone in school and in the community has rights and responsibilities. Knows who helps me in school and in the wider community. Is aware of what is right/wrong and can apply this in school and society. Understands the need for rules.	Understands that we have the freedom to make our own choices. Beginning to develop an awareness of own needs, views and feelings. Expresses how they feel. Can be sensitive to and respect the feelings of others. Able to make decisions for self.	Has an awareness that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc. Recognises that people have things in common but everyone is unique. Identifies and respects the similarities and differences between people.
LKS2 (Year 3 & 4)	Begins to understand that the term democracy means to have your say. Can explore ways to express own opinions and campaign for a democratic change (school council, pupil voice). Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion.	Understands that we follow rules that are made in parliament. Can follow and value rules made in school. Can think thoughtfully about why rules are needed and can explain this to someone else. Can explore and make rules, learning their value and purpose (school council, pupil voice).	Understand we have the freedom to make our own choices. Can explore ways that you are free to be yourself. Understand ways to help others to be free to be themselves. Can value and respect everyone's individual name.	Understands that we respect people who are different than us. Can think about what different people in Britain are like. Can describe how to welcome people and practice being welcoming.
UKS2 (Year 5 & 6)	Understands the term democracy and why it matters to have your say. Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion.	Think about why we have the rule of law. Can follow and value rules made in school. Can think thoughtfully about why rules are needed and can explain this to someone else. Can	Can explore the right to live in freedom and individual liberty. Explore ways to support other people's right to live in freedom and individual liberty. Explore the idea that we need to allow other people other people to have liberty. Understand that individual liberty needs to be within	Can understand how all people are equal and different. Can describe how to welcome people and practice being welcoming.

	Can take part in a fair vote.	explore rules, learning their value and purpose. (school council, pupil voice).	the rules. Can explore the UN Children's Rights. Can explore own individual liberty to be who I want to be (within the rules).	
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## **SMSC**

SMSC stands for **spiritual, moral, social and cultural development**. All schools in England must show how well their pupils develop in SMSC. As part of work in this area, it meets Article 2 for the Rights of the Child where they apply to every child without discrimination.

At Beeston Primary we aim to cover these crucial areas for development across our broad curriculum.

### Spiritual:

In November 2019 Ofsted defined that the spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

At Beeston we will explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

### Moral:

In November 2019 Ofsted defined that the moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

At Beeston we aim to enable children to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

### Social:

In November 2019 Ofsted defined that the social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve

conflicts effectively

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Beeston we aim to equip children to Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Beeston we aim to teach children to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.