



British Values Whole School Overview

Objectives	Year R	Year 1/2	Year 3/4	Year 5/6
	Democracy			
	Can I understand what making a decision means? Can I explore how my decision might affect other people? Can I explain how some people make the same/different decisions?	Can I understand what pupil voice is and how I have a voice within school? Can I explain what voting is and how it works? Can I explain what a majority is?	Can I understand what it means to be a citizen within a country? Can I understand what a democracy is? Can I explain how a democracy works? Can I explore how a citizen can influence decision making in a democratic process? Can I name some of the aims of different government parties?	Can I explain the structure of the British government? Can I understand the purpose of local and general elections? Can I identify why people might vote for different government parties? Can I compare our democratic country to governments across the world ruling without democracy? Can I identify the advantages (and any disadvantages) of living in a democratic country?
	Rule of Law			
	Can I explain what a rule is? Can I explain why we have a rule in my class? (i.e. no running indoors) Can I explain what might happen if I don't follow a rule? Can I name the people that keep me safe?	Can I explain why we have rules in school? Can I recognise the difference between right and wrong? (following or breaking rules) Can I understand that our country has a set of rules (laws) everyone has to live by? Can I explain how groups of people keep the community safe? (police/firefighters etc)	Can I explore how laws are in place in Britain to keep me and others safe? Can I predict what a world without laws could be like? Can I recognise consequences of breaking rules and laws? Can I recognise how I am responsible for my choices?	Can I explore how/why laws are created in parliament? Can I explain how the law governs everyone? (the army, the police, as well as individuals) Can I name some of the laws we must follow in Britain? Can I explore potential consequences of law-breaking (community work/fines/prison sentences)
	Individual Liberty			
	Can I explain what choices I have made today? (e.g. which toy to play with)	Can I explain places to me that are a safe environment? (home/school) Can I explore how feeling safe allows me to make my own choices?	Can I explore how I am free to make choices (within the rules and laws of the country)?	Can I explain what human rights are? Can I understand my rights as a child? Can I compare the choices available to me, compared with people living in other countries?



	Can I explain which people in my life let me make choices? (teachers/parents etc)	Can I give an example of a choice I am free to make?	Can I give examples of choices I can make? (what to eat/wear etc)	
	Mutual Respect and Tolerance			
	Can I use kind hands towards everyone in my class? Can I understand that my friends and I all look different? Can I say what I like about everyone in my class? Can I understand that everyone is unique?	Can I explain ways in which we are all different? Can I celebrate our similarities and differences?	Can I identify the different cultures within Britain? Can I demonstrate respect for other faiths and cultures? Can I celebrate a tradition from a culture other than my own?	Can I identify reasons why people might travel to countries like Britain from other parts of the world? Can I show an understanding of what to do if I experience or witness racism or prejudice? Can I explain how every life is equal? Can I explain how important it is for everyone to have equal opportunities? Can I explore reasons for why people might have racist or prejudice attitudes? Can I suggest ways to deal with racist or prejudice behaviour?

The overview aims to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage full respect for other people taking into account the protective characteristics
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.