

Democracy- A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>How do we all live together?/ We all have a voice/ Making it fair</u></p> <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 	<p><u>How do we all live together?/ We all have a voice/ Making it fair</u></p> <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 	<p><u>How do we all live together?/ We all have a voice/ Making it fair</u></p> <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 	<p><u>Democracy for all</u></p> <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 	<p><u>Democracy for all</u></p> <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 	<p><u>Democracy for all</u></p> <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 	<p><u>Democracy for all</u></p> <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 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 choices to me	to help me form an opinion		debate, delivering their desires powerfully through argument, persuasion, fact and opinion	and delivering their desires powerfully through argument, persuasion, fact and opinion	different character and delivering their desires powerfully through argument, persuasion, fact and opinion • I can explain how democracy has changed over time
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Rule of Law- The need for rules to make a happy, safe and secure environment to live and work

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>How do we all live together?/Living together and getting along</u> • I know what is right/wrong • I can follow simple rules • I know I am a member of my community	<u>How do we all live together?/Living together and getting along</u> • I know what is right/ wrong and can make right choices • I can follow rules and begin to explain why we have rules	<u>How do we all live together?/Living together and getting along</u> • I know what is right/ wrong and can apply this in my life • I can follow rules	<u>Games without rules</u> • I can follow and value rules • I understand there are different rules in different places • I can explore and make rules, learning their	<u>Games without rules</u> • 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,	<u>Rules and laws</u> · 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	<u>Rules and laws</u> · 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

<ul style="list-style-type: none"> • I know who helps me in school and in the wider community 	<ul style="list-style-type: none"> • I can name different communities • I know who helps me in school and in the wider community 	<ul style="list-style-type: none"> • I understand the need for rules • I know everyone in a community has rights and responsibilities • I can say if a rule is fair 	<ul style="list-style-type: none"> value and purpose • I know everyone in a community has rights and responsibilities and understand the important of rules in different communities 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • I can say if there has been an injustice • I understand that living under the rule of law protects individuals 	<ul style="list-style-type: none"> • 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
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Individual Liberty- each of us having the freedom to make our own choices and do what we want - within reason

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>How do I feel?/ Only one you</u>	<u>How do I feel?/ Only one you</u>	<u>How do I feel?/ Only one you</u>	<u>Plan to be good/ Encouraging</u>	<u>Encouraging Difference/Free to be me /</u>	<u>Individual liberty/</u>	<u>Individual liberty/</u>

<p>I am developing an awareness of my own needs, views and feelings</p> <ul style="list-style-type: none"> • I can talk about how I feel with support • I can make decisions 	<p>I am developing an awareness of my own needs, and feelings</p> <ul style="list-style-type: none"> • 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>I am developing an awareness of my own needs, views and feelings</p> <ul style="list-style-type: none"> • 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><u>Difference/Free to be me / Express Yourself</u></p> <p>I know what freedom is</p> <ul style="list-style-type: none"> • 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><u>Express Yourself</u></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 	<p><u>Supporting other peoples' liberty/ Staying free and avoiding peer pressure/ exploring Human Rights/ Exploring my individual liberties and my values</u></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 	<p><u>Supporting other peoples' liberty/ Staying free and avoiding peer pressure/ exploring Human Rights/ Exploring my individual liberties and my values</u></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
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				uniqueness of each individual and the power of being different • I understand ways to help others to be free to be themselves	individual liberty to be who I want to be (within the rules!) • I understand that I have the right to make changes	• 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
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Mutual Respect and Tolerance- Respecting the values, ideas, and beliefs of others whilst not imposing our own on others

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Everyone is special</u> • I know that there are similarities and differences between people	<u>Everyone is special</u> • I know that there are similarities and differences between people: likes,	Everyone is special • I know what mutual respect is • I know that there are similarities and	<u>Welcoming new people / We are Britain</u> • I can describe how to welcome people and practice being	<u>Welcoming new people / We are Britain</u> • I know what diversity is • I can describe how to welcome people and	<u>Explore the meaning of equality</u> • To understand how all people are equal and different • I know what	<u>Explore the meaning of equality</u> • I know what tolerance is and why it is important

<ul style="list-style-type: none"> • I know that people have things in common but everyone is unique. • I can say why I am special 	<p>gender, appearance, abilities, families, cultural backgrounds,</p> <ul style="list-style-type: none"> • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people. 	<p>differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</p> <ul style="list-style-type: none"> • 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, 	<p>welcoming</p> <ul style="list-style-type: none"> • 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>practice being welcoming</p> <ul style="list-style-type: none"> • 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>prejudicial or discriminatory behaviour is</p> <ul style="list-style-type: none"> • I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, 	<ul style="list-style-type: none"> • 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
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Progression of knowledge and skills - British Values

