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

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
How do we all	How do we all	How do we all	<b>Democracy for</b>	<b>Democracy for</b>	<b>Democracy</b> for	<b>Democracy</b> for
live	live	live	<u>all</u>	<u>all</u>	<u>all</u>	<u>all</u>
together?/	together?/	together?/	<ul> <li>I can start to</li> </ul>	<ul> <li>I can start to</li> </ul>	<ul> <li>I know what</li> </ul>	• I know what
<u>We all have a</u>	<u>We all have a</u>	<u>We all have a</u>	understand the	understand the	democracy is and	democracy is and
<u>voice/</u>	<u>voice/</u>	<u>voice/</u>	terms democracy	terms democracy	why it is	why it is
<u>Making it fair</u>	<u>Making it fair</u>	<u>Making it fair</u>	and why it is	and why it is	important.	important and
• I can express	• I can express	• I can express	important.	important.	<ul> <li>I can write and</li> </ul>	why it matters
my opinion	and begin to	and justify my	• I can say what	• I can write a	deliver a short	<ul> <li>I can write and</li> </ul>
<ul> <li>I can listen to</li> </ul>	justify my	opinion	makes a good	short	speech about	deliver a short
others point of	opinion	<ul> <li>I know mine</li> </ul>	leader	speech about my	ideas to improve	about ideas to
view	• I can listen	and others'	• I can take part	attributes to	life	improve life,
<ul> <li>I can begin to</li> </ul>	and begin to	views count	in a fair vote	lead a democracy	• I can take part	taking into
work in a team	understand	• I can	• I can explore	• I can take part	in a fair vote	account others
• I can make	others point	understand	different ways	in a fair vote and	<ul> <li>I can articulate</li> </ul>	views
choices	of view	the importance	to can express	say how a vote	ways our school	• I can take part
	• I can work as a	of teamwork.	my opinions	was made fair	community is a	in a fair vote
	team and begin	• I can make	• I can take part	• I can explore	democracy	• I can articulate
	to understand	choices and	in a Q& A to help	ways we can	• I can take part	ways our school
	the importance	begin to	me form an	express our	in a Q & A and a	community is a
	of teamwork.	understand and	informed	opinions and	debate,	democracy
	• I can make	respect the	decision	campaign for	representing	• I can take part
	choices and	democratic		democratic	different	in a Q & A and a
	understand	process		change	character	debate,
	people may make	<ul> <li>I can ask and</li> </ul>		• I can take part		representing
		answer questions		in a Q & A and a		

	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
Rule of Law- T	The need for rul	es to make a ha	ppy, safe and s	ecure environm	ent to live and w	vork
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>How do we all</u>	<u>How do we all</u>	<u>How do we all</u>	<u>Games without</u>	Games without	<u>Rules and laws</u> ·	<u>Rules and laws</u> ·
live	live	live	<u>rules</u>	<u>rules</u>	I can explain	I can explain
together?/Living	together?/Living	together?/Living	• I can follow	• I can follow	what Rule of Law	what Rule of Law
together and	together and	together and	and value rules	and value rules	is	is
<u>getting</u>	getting along	getting along	<ul> <li>I understand</li> </ul>	• I can explore	• I can think	<ul> <li>I can think</li> </ul>
along	<ul> <li>I know what is</li> </ul>	• I know what is	there are	and make rules,	about why we	about why we
<ul> <li>I know what is</li> </ul>	right/ wrong and	right/ wrong and	different rules	learning their	have the 'Rule of	have the 'Rule of
right/wrong	can make right	can apply this in	in different	value and	Law'	Law'
• I can follow	choices	my life	places	purpose	• I can explore	<ul> <li>I can explore</li> </ul>
simple rules	• I can follow	• I can follow	• I can explore	• I can think	different rules,	different rules,
• I know I am a	rules and begin	rules	and make rules,	thoughtfully	learning their	learning their
member of my	to explain why		learning their	about why rules	value and	value and
community	we have rules		_	are needed,	purpose	purpose

• I know who helps me in school and in the wider community	• I can name different communities • I know who helps me in school and in the wider community	<ul> <li>I understand the need for rules</li> <li>I know everyone in a community has rights and responsibilities</li> <li>I can say if a rule is fair</li> </ul>	value and purpose • I know everyone in a community has rights and responsibilities and understand the important of rules in different communities	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	• I can say if there has been an injustice • I understand that living under the rule of law protects individuals	<ul> <li>I can suggest new rules and explain how they will make our school community better</li> <li>I can explain why different places have different rules</li> <li>I can say if there has been an injustice and argue my point appropriately</li> <li>I can understand and appreciate the role of the Police in a democratic society</li> </ul>	
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?/</u> <u>Only one you</u>	<u>How do I feel?/</u> <u>Only one you</u>	<u>How do I feel?/</u> Only one you	<u>Plan to be good/</u> <u>Encouraging</u>	<u>Encouraging</u> <u>Difference/Free</u> <u>to be me /</u>	<u>Individual</u> liberty/	<u>Individual</u> liberty/	

I am developing	I am developing	I am developing	<b>Difference/Free</b>	Express	<u>Supporting</u>	<u>Supporting</u>
an	an awareness of	an awareness of	<u>to be</u>	Yourself	<u>other</u>	<u>other</u>
awareness of my	my own needs,	my own needs,	<u>me / Express</u>	・I know what	peoples' liberty/	peoples' liberty/
own needs, views	and feelings	views and	Yourself	freedom	<u>Staying</u>	<u>Staying</u>
and feelings	• I can talk	feelings	I know what	is	<u>free</u> and	<u>free and</u>
• I can talk	about how I feel	• I can talk	freedom	• I am aware if	avoiding peer	avoiding peer
about how I feel	<ul> <li>I am beginning</li> </ul>	about how I feel	is	my own	pressure/	pressure/
with support	to be sensitive	• I can be	• I am aware if	needs, views and	exploring	exploring
• I can make	to and respect	sensitive to	my own needs,	feelings	<u>Human Rights/</u>	<u>Human Rights/</u>
decisions	the feelings	and respect the	views and	• I can use	<u>Exploring</u>	Exploring
	of others	feelings of	feelings	encouragement	<u>my individual</u>	<u>my individual</u>
	• I can make	others	• I can use	when respecting	<u>liberties</u>	<u>liberties</u>
	decisions	• I can make	encouragement	everyone's	<u>and my values</u>	<u>and my values</u>
		decisions and	when respecting	differences	• I can explore	• I can explore
		begin to	everyone's	• I can explore	the right to live	the right to live
		understand the	differences	ways I am free	in freedom and	in freedom and
		repercussions of	• I can explore	to be me	individual liberty	individual liberty
		my choices	ways I am free	• I can choose	• I can explore	• I can explore
		• I understand I	to be me	words to	the idea that we	ways I can
		am responsible	• I can choose	describe my	need to allow	support other
		for my choices	words to	individual	other people	people's right to
		and behaviour	describe my	personality	to have liberty	live in freedom
			individual	• I can consider	<ul> <li>I understand</li> </ul>	and individual
			personality	the hopes and	that individual	liberty
			• I can consider	dreams we all	liberty has	• I understand
			the hopes and	have	to be within the	that individual
			dreams	• I can celebrate	rules	liberty has
			we all have	the	• I can explore	to be within the
					my own	rules

· · · · · · · · · · · · · · · · · · ·	ct and Tolerance	e- Respecting th	ne values, ideas	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	<ul> <li>I can explore the UN Children's Rights</li> <li>I can explore my own individual liberty to be who I want to be (within the rules!)</li> <li>I understand that I have the right to make changes and can use my skills to implement change</li> <li>ot imposing</li> </ul>
our own on otl	ners					
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Everyone is</u>	Everyone is	Everyone is	Welcoming new	Welcoming new	Explore the	Explore the
<u>special</u>	<u>special</u>	special	people /	people /	<u>meaning of</u>	<u>meaning of</u>
• I know that	・I know that	・I know what	<u>We are Britain</u>	<u>We are Britain</u>	<u>equality</u>	<u>equality</u>
there are	there are	mutual	• I can describe	• I know what	$\cdot$ To understand	• I know what
similarities and	similarities and	respect is	how to	diversity is	how all people	tolerance is and
differences	differences	• I know that	welcome people	• I can describe	are equal and	why it is
between people	between	there are	and practice	how to welcome	different	important
	people: likes,	similarities and	being	people and	・I know what	

• I know that	gender,	differences	welcoming	practice being	prejudicial or	• To understand
people have	appearance,	between	<ul> <li>I can think</li> </ul>	welcoming	discriminatory	how all people
things in	abilities,	people: likes,	about	• I can think	behaviour is	are equal
common but	families,	gender,	what different	about what	• I can discuss	and different
everyone is	cultural	appearance,	people in Britain	different	differences	• I can challenge
unique.	backgrounds,	abilities,	are like	people in Britain	between people,	prejudicial or
$\cdot$ I can say why I	・I know that	families,	• I can recognise	are like	such as	discriminatory
am special	people have	cultural	my own	• I can recognise	differences of	behaviour
	things in	backgrounds,	strengths	my own	faith, ethnicity,	• I can discuss in
	common but	etc.	<ul> <li>I can show</li> </ul>	strengths and	disability,	depth the
	everyone is	• I know that	respect for	appreciate	gender or	differences
	unique.	people	other people's	strengths	sexuality	between people,
	<ul> <li>I can identify</li> </ul>	have things in	differences	in others	and differences	such as
	and respect the	common but		• I can show	of family	differences
	similarities and	everyone is		respect for	situations,	of faith,
	differences	unique.		other people's		ethnicity,
	between	<ul> <li>I can identify</li> </ul>		differences and		disability,
	people.	and respect the		understand how		gender or
		similarities and		people's lives		sexuality and
		differences		may be different		differences of
		between				family
		people.				situations
		<ul> <li>I understand</li> </ul>				
		some cultural				
		ways of life				
		in Great Britain				
		e.g.				
		school age,				

celebrating		
birthdays		

## Progression of knowledge and skills - British Values

