



Leadgate Primary School British Values Progression of Skills

Progression in Fundamental British Values: Overview

At Leadgate Primary School, we believe that teaching British Values is about equipping children with the knowledge, skills and attitudes they need to thrive as individuals and contribute positively to society. It is about fostering a generation that is responsible, respectful, tolerant and prepared to navigate the opportunities and challenges of life in modern Britain. Teaching British Values at Leadgate Primary School aims to provide pupils with the understanding and skills needed to become active, responsible citizens in a diverse and democratic society. It promotes respect for the rule of law, encourages tolerance and understanding of different cultures, faiths and beliefs, and fosters a strong sense of civic responsibility. These values are essential in creating a positive, inclusive school community and in preparing children for life beyond the classroom.

At Leadgate Primary School, we recognise the importance of building a strong moral foundation from an early age. Through teaching values such as fairness, respect, kindness and tolerance, we help children develop a clear understanding of right and wrong, as well as the importance of making positive choices. This supports the development of empathy, resilience and an appreciation of different viewpoints, enabling pupils to navigate an increasingly complex world with confidence and understanding. We believe that by learning about and appreciating the diverse backgrounds, experiences and perspectives of others, children develop a stronger sense of community and belonging. This helps to foster mutual respect, challenge prejudice and create an environment where everyone feels valued, safe and included. Through learning about democracy, the rule of law, individual liberty, and mutual respect and tolerance, pupils gain an understanding of how society functions and the role they can play within it. We encourage our children to take responsibility for their actions, make informed choices and contribute positively to their school, local community and wider society.

At Leadgate Primary School, British Values are woven throughout our curriculum, assemblies, school ethos and daily interactions, ensuring that every child is supported to become a confident, caring and respectful member of society.

Fundamental British Values Progression: Knowledge and Understanding in KS1 and KS2

British Value	Knowledge and Understanding Key Stage 1 (Years 1-2)
Democracy	Understand that everyone has a voice and that opinions matter. Recognise that decisions can be made fairly through voting and taking turns. Begin to understand that rules and choices affect others.
Rule	Know that rules help keep people safe, happy and treated fairly. Understand the importance of following school and classroom rules and recognise the consequences of actions.
Individual Liberty	Understand that people can make their own choices and express their views safely. Begin to develop confidence, self-awareness and responsibility for personal actions.
Mutual Respect	Recognise that everyone should be treated kindly and fairly. Understand the importance of listening to others, sharing and working cooperatively.



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Tolerance of Different Faiths and Beliefs	Know that people may have different beliefs, traditions, cultures and ways of living. Show curiosity and respect when learning about differences and similarities between people.
British Value	Knowledge and Understanding Lower Key Stage 2 (Years 3-4)
Democracy	Understand that democracy means people have a say in decisions that affect them. Recognise how voting helps groups make fair decisions and understand the role of elected representatives such as school councillors.
Rule of Law	Understand that laws exist to protect people and maintain order. Recognise the difference between rules and laws and understand that everyone is expected to follow them.
Individual Liberty	Understand that people have freedoms and rights but also responsibilities. Know that choices have consequences and that individuals should respect the rights of others.
Mutual Respect	Understand that respecting others includes listening to different viewpoints and valuing people's contributions. Recognise the importance of positive relationships within the school and wider community.
Tolerance of Different Faiths and Beliefs	Understand that people follow different faiths and beliefs and that these should be respected. Recognise that differences enrich communities and should never lead to unfair treatment.
British Value	Knowledge and Understanding Upper Key Stage 2 (Years 5-6)
Democracy	Understand how citizens can influence decision-making through democratic processes. Develop an awareness of Parliament, government and the role of elections in modern Britain.
Rule of Law	Understand that living under the rule of law protects citizens and promotes fairness and safety. Recognise that laws are made and applied through democratic processes and institutions.



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Individual Liberty	Understand that freedom of choice, expression and belief is protected by law. Recognise the importance of personal responsibility, resilience and making informed decisions.
Mutual Respect	Understand that respectful disagreement is an important part of living in a democratic society. Value diversity and recognise the contribution of different individuals and groups within society.
Tolerance of Different Faiths and Beliefs	Understand that people have the right to hold different faiths, beliefs or no beliefs. Recognise the importance of challenging prejudice, discrimination and stereotypes and promoting inclusion for all.

Fundamental British Values Progression: Individual Liberty

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills, knowledge and understanding	I am developing an awareness of my own needs, views and feelings	I am developing an awareness of my own needs, views and feelings	I am developing an awareness of my own needs, views and feelings	I know what freedom is	I know what freedom is	I can explore the right to live in freedom and individual liberty	I can explore the right to live in freedom and individual liberty
	I can talk about how I feel with support	I can talk about how I feel	I can talk about how I feel	I am aware if my own needs, views and feelings	I am aware if my own needs, views and feelings	I can explore the idea that we need to allow other people to have liberty	I can explore ways I can support other people's right to live in freedom and individual liberty
	I can make decisions	I am beginning to be sensitive to and respect the feelings of others	I can be sensitive to and respect the feelings of others	I can use encouragement when respecting everyone's differences	I can use encouragement when respecting everyone's differences	I understand that individual liberty has to be within the rules	I understand that individual liberty has to be within the rules
		I can make decisions	I can make decisions and begin to understand the repercussions of my choices	I can explore ways I am free to be me	I can explore ways I am free to be me	I can explore my own individual liberty to be who I want to be (within	I can explore the UN Children's Rights



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			I understand I am responsible for my choices and behaviour	I can choose words to describe my individual personality I can consider the hopes and dreams we all have	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	the rules!) I understand that I have the right to make changes	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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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills, knowledge and understanding	I know what is right/wrong	I know what is right/wrong and can make right choices	I know what is right/ wrong and can apply this in my life	I can follow and value rules	I can follow and value rules	I can explain what Rule of Law is	I can explain what Rule of Law is
	I can follow simple rules	I can follow rules and begin to explain why we have rules	I can follow rules	I understand there are different rules in different places	I can explore and make rules, learning their value and purpose	I can think about why we have the 'Rule of Law'	I can think about why we have the 'Rule of Law'
	I know I am a member of my community	I can name different communities	I understand the need for 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 explore different rules, learning their value and purpose	I can explore different rules, learning their value and purpose
	I know who helps me in school and in the wider community	I know who helps me in school and in the wider community	I know everyone in a community has rights and responsibilities	I know everyone in a community has rights and responsibilities and understand the important of rules in different communities	I can say why a rule is fair	I can say if there has been an injustice	I can suggest new rules and explain how they will make our school community better
			I can say if a rule is fair		I can show respect for the law and the basis on which it is made	I understand that living under the rule of law protects individuals	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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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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Skills, knowledge and understanding	I can express my opinion	I can express and begin to justify my opinion	I can express and justify my opinion	I can start to understand the terms democracy and why it is important	I can start to understand the terms democracy and why it is important	I know what democracy is and why it is important	I know what democracy is and why it is important
	I can listen to others point of view	I can listen and begin to understand others point of view	I know mine and others' views count	I can say what makes a good leader	I can write a short speech about my attributes to lead a democracy	I can write and deliver a short speech about ideas to improve life	I can write and deliver a short about ideas to improve life, taking into account others views
	I can begin to work in a team	I can work as a team and begin to understand the importance of teamwork	I can understand the importance of teamwork	I can take part in a fair vote	I can take part in a fair vote and say how a vote was made fair	I can take part in a fair vote	I can take part in a fair vote
	I can make choices	I can make choices and understand people may make different choices to me	I can make choices and begin to understand and respect the democratic process	I can explore different ways to can express my opinions	I can explore ways we can express our opinions and campaign for democratic change	I can articulate ways our school community is a democracy	I can articulate ways our school community is a democracy
			I can ask and answer questions to help me form an opinion	I can take part in a Q & A to help me form an informed decision	I can take part in a Q & A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion	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 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



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Fundamental British Values Progression: Mutual Tolerance, Respect and Diversity							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills, knowledge and understanding	I know that there are similarities and differences between people	I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds	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 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 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	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,	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
	I know that people have things in common but everyone is unique	I know that people have things in common but everyone is unique	I know that people have things in common but everyone is unique	I can show respect for other people's differences	I can recognise my own strengths and appreciate strengths in others		
	I can say why I am special	I can identify and respect the similarities and differences between people	I can identify and respect the similarities and differences between people		I can show respect for other people's differences and understand how people's lives may be different		
			I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays				



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