



## **British Values: Progression Map**

### **Our approach to teaching British values**

British values have their roots in the Christian tradition of the country. They grow out of the fundamental belief that all humans are created in the image of God and are equally significant to Him. This belief underpins our approach to promoting British values.

Church of England schools are charged with serving the common good. We see promoting a shared set of values as part of this mission, because we believe they are key to reaching our individual and collective potential, or realising 'life in all its fullness' (John 10:10). We want pupils to leave Holy Trinity as educated citizens ready to participate hopefully and thoughtfully in all aspects of modern British society, so that they in turn contribute to the common good.

By promoting British values we aim 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;
- 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 respect for other people; and
- 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.

## How are British Values linked to the strands of our School Vision?



### Raising aspirations

British values are aspirational because they provide a framework that enables everyone to live well together and achieve their potential.

### Reaching our potential

Pupils can only achieve their true potential if they are able to engage fully in society. Pupils learn how democracy and the law work, so they know how they can participate and influence the direction of the country later on. They will also learn how the law aims to protect vulnerable groups in British society and the consequences that can be suffered when it fails to do so.

### Learning to live well together

Through the study of British values pupils learn the social skills that they need to access all that is good in a diverse, modern Britain. Having an understanding of others and being able to accept that people are different in a variety of ways is vital to being successful in life.

### How we implement the teaching of British values

The units below will be taught in the Autumn term in each year, as part of PHSE & Citizenship curriculum. This replaces part of the Camden PSHE & Citizenship scheme, which had similar objectives, but without specific references to British Values. This enables us to link the teaching of British values to the Christian value of significance, which is the focus of worship in the first half of autumn term. Worship focuses on the Christian value of peace in the second half of autumn term, which supports our teaching about individual liberty, mutual respect and tolerance for others.

We have identified the knowledge that we want pupils to have at the end of each key stage and plan to explore this, in part, by focussing on the struggles and contributions of a diverse range of groups in British society. KS2 pupils will study case studies that highlight the importance of different British values and the impact that a lack of respect and tolerance towards others can have on individual liberty. These case studies acknowledge the valuable contributions made by marginalised individuals to creating a better life for themselves & others. They allow pupils to reflect on the fact that the law changes to reflect shifts in attitudes.

Attainment targets at the end of each key stage. Full details can be seen in the following progression map.

<b>By the end of EYFS pupils should know:</b>	<ul style="list-style-type: none"><li>● That everybody's views are important</li><li>● They can express a view by voting</li><li>● That rules are there to keep everyone safe, healthy and happy</li><li>● How to abide by rules in the classroom</li><li>● That people can be different in a number of ways e.g. look different, different faith, beliefs, customs, different preferences</li><li>● We can and should be friends with people who are different</li></ul>
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<p><b>By the end of KS1 pupils should know:</b></p>	<ul style="list-style-type: none"> <li>● What the 4 British values are</li> <li>● That there are rules called laws - civil and criminal</li> <li>● The aim is for laws to be applied equally &amp; fairly - <i>Focus Lady Justice blindfolded/holding scales</i></li> <li>● That the police and law professionals help to ensure the law is adhered to/applied equally - <i>Opportunity to invite professionals in</i></li> <li>● That laws are passed by Parliament - <i>Opportunity to visit Parliament</i></li> <li>● That people can vote in elections</li> <li>● That the people they elect are called MPs</li> <li>● MPs may have different views/belong to different parties</li> <li>● People can influence things like the law by voting in elections</li> <li>● Why it is important that people use their votes</li> <li>● Say what the rules are in the classroom/school/road safety - <i>Pupils contribute to their class charter</i></li> <li>● How to follow the rules in a variety of games e.g. sports and board games - <i>sportsmanship not just for sports</i></li> <li>● What happens when rules in a game are not applied consistently</li> <li>● About different customs that pupils in the class have e.g. work in pairs on presentations about different celebrations, different traditional foods , traditional dress etc. - <i>Opportunity to invite parents in to discuss customs etc./food samples</i></li> </ul>
<p><b>By the end of KS2 pupils should know:</b></p>	<ul style="list-style-type: none"> <li>● That different groups of people throughout history have had to fight for the right to vote - <i>Focus Women's Suffrage</i></li> <li>● That different groups of people have had to fight to introduce or change laws, or to have the law applied fairly</li> <li>● That some people have characteristics that are protected by equality laws - <i>Focus on women, people with disabilities, black &amp; gay people</i></li> <li>● Know broadly about the inclusion of pupils with different needs</li> <li>● That some pupils need adaptations to curriculum, resources and rules to help them</li> <li>● That representation in parliament is important to a fair society - <i>Focus on first women &amp; BAME MPs</i></li> <li>● The damage a lack of mutual respect and tolerance can do - <i>Case studies:</i> <ul style="list-style-type: none"> <li>○ <i>Chris Packham – Neuro-diverse role model who has overcome hurdles to make a successful career</i></li> <li>○ <i>Malala Yousafzai - opportunity to discuss refugees/asylum (shot in Pakistan, treated by NHS, given asylum here, graduated from Oxford, Nobel prize)</i></li> <li>○ <i>Doreen &amp; Stephen Lawrence - racist murder, fight for justice &amp; change by ordinary family</i></li> <li>○ <i>Alan Turing - contribution to computing, helping to end the war, persecuted for being gay, committed suicide as a result</i></li> </ul> </li> </ul>

## Impact

Teachers will make formative assessments against the relevant expectations set out for the end of each key stage

Teachers and leaders will conference with groups of pupils to check that they know what the British Values are and why they are important

Samples of work will be kept in PHSE & C floorbooks which will be subject to work scrutinies

**Strength for today. Bright hope for tomorrow**

## Democracy

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Everyone is significant</b> – all adults over 18 can vote for the government that runs the country.</p> <p>Practitioners can include simple ways of ensuring that EYFS children are aware that their opinions, and those of their peers, are valued and taken into account e.g. vote for certain activities.</p>	<p>What is a democracy?</p> <p><b>Everyone is significant</b> – all adults over 18 can vote for the government that runs the country.</p> <p>What is parliament?</p> <p>Carry out a democratic vote in class e.g. a fun afternoon activity.</p> <p>How does it feel if you were in the minority/do not get your choice?</p> <p>Why do we need to accept the majority vote?</p> <p>What would happen if we didn't?</p>	<p>Reminder- what is democracy?</p> <p><b>Everyone is significant</b> – all adults over 18 can vote for the government that runs the country.</p> <p>What do the different houses in Parliament do?</p> <p>Relate that to school – House captains might agree something, but adults can suggest amendments/ have the final say.</p> <p>What is an MP? How are MPs elected?</p> <p>Who do they vote for in school? – <i>link to House Captain elections</i></p>	<p>Pupils debate a question linked to SEND &amp; schools. Hold a mock election with voting papers and a ballot box. Pupils learn they may not get the</p> <p><b>Everyone is significant – focus people with special education needs and/or disabilities are important – See case study</b></p>	<p>Reminder – what is democracy? How does it work in Britain?</p> <p><b>Focus Representation – Women are significant – has this always been reflected by the democratic process?</b></p> <p>Women banned since 1832 – but some women, including <b>Lilly Maxwell</b>, were able to vote almost by accident because they ran businesses – Lilly Maxwell voted in 1867 and tried to force the government to allow women to vote. Instead they changed the loophole in the law to ban all women.</p>	<p>Reminder – Voting is key to democracy? Has everyone always been allowed to vote?</p> <p><b>Focus representation – BAME/GMH people are significant</b></p> <p>Unlike other countries Britain never stopped non-white people from voting – however, they were unlikely to be able to vote in the past because they were less likely to be wealthy enough to own land/business (just like women).</p> <p>First black man to vote Ignatius Sancho – 1774  <a href="https://www.npg.org.uk/schools-hub/ignatius-">https://www.npg.org.uk/schools-hub/ignatius-</a></p>	<p>What alternatives are there to democracy?</p> <p>Link to WWII – Germany becoming a dictatorship and the consequences for various groups of people.</p> <p>Pros and cons of democracy.</p> <p><b>Focus representation – people with different sexual orientations are significant – See case study</b></p>

				<p>Women's suffrage movement –</p> <p><b>Case study</b>  <b>Links to Christian values –</b>  <b>courage/fought to show women were significant</b>  <b>Link to other British values – individual liberty &amp; mutual respect</b></p> <p>Emmeline Pankhurst and women's suffrage movement.  <a href="https://www.npg.org.uk/schools-hub/womens-suffrage-who-campaigned-for-the-vote">https://www.npg.org.uk/schools-hub/womens-suffrage-who-campaigned-for-the-vote</a></p> <p>Women unable to vote until 1928!</p> <p>Important that we all vote, because it has been a fight to ensure that everyone has this right.</p> <p>Margaret Thatcher – first female Prime Minister 1979-1990</p>	<p><a href="https://www.bl.uk/restoration-18th-century-literature/articles/preface-to-sancho-an-act-of-remembrance">sancho-based-on-a-work-by-thomas-gainsborough</a>  <a href="https://www.bl.uk/restoration-18th-century-literature/articles/preface-to-sancho-an-act-of-remembrance">https://www.bl.uk/restoration-18th-century-literature/articles/preface-to-sancho-an-act-of-remembrance</a></p> <p>Whilst it's important to have the right to vote, it's also important for everyone to see themselves represented – seen as significant.</p> <p>BAME MPs  <a href="https://www.npg.org.uk/schools-hub/british-civil-rights-black-and-asian-politicians-1890-today">https://www.npg.org.uk/schools-hub/british-civil-rights-black-and-asian-politicians-1890-today</a></p> <p>Rishi Sunak - first non-white Prime Minister 2022</p> <p>What do you think happens if people cannot 'see' themselves reflected in Government/Parliament ?</p>	
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## Rule of Law

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Why do we have rules? Pupils understand that rules are put in place to keep them safe, healthy, and happy. Pupils can follow simple rules e.g. number of pupils at an activity, rules in a game</p>	<p>What is the rule of law? That Britain has rules that are called laws What are the different types of laws – civil/criminal?</p> <p>Why do we have it? People need to behave in certain ways to ensure that Britain remains a safe, peaceful &amp; affluent country to live in Who helps to keep the rule of law?</p> <p>What are our school behaviour principles? How are they similar to laws? - Teach them how to behave in a way that enables everyone to feel safe and achieve their best.</p> <p>Contribute to the class charter – why is that important?</p>	<p>The Rule of Law – must be applied equally and fairly</p> <p>Lady Justice - Why is she blindfolded? Why does she hold scales? What does it tell us about the law?</p> <p>Play a game/sport with clearly established rules – explore what happens when rules are changed or not applied equally/consistently. Discuss the emotions that this produced. What does this tell us about the importance of applying the law equally and fairly?</p> <p>Laws are passed by Parliament – people can help decide what the laws of the land are by voting</p>	<p>Laws that are important in our school include Equality Act 2010.</p> <p>Disability became a protected characteristic. This has meant that people with disabilities have greater access to mainstream schools like ours.</p> <p>Schools have to make reasonable adjustments or adaptations to their buildings and practices to support as many pupils need as possible.</p> <p>Tour the building and look at some of the adaptations e.g. sound baffles in hall, yellow trim on stairs, handrails at different heights, visual timetables, Pod.</p> <p>What things can't be changed? E.g. the slope/stairs.</p> <p>What does this mean for some pupils that</p>	<p>Reminder – what are protected characteristics?</p> <p><b>See case study below: Malala Youfsazai – protected characteristic = sex.</b></p>	<p>What do you do when the law doesn't work how it should?</p> <p><b>See case study: Stephen Lawrence – protected characteristic = race</b></p>	<p>Reminder – what are protected characteristics?</p> <p>Protected characteristics did not exist before 2010. The law evolves as attitudes change.</p> <p>Illegal to be a gay man before 1967.</p> <p><b>See case study: Alan Turing – protected characteristic = sexual orientation</b></p>

			might want to come to HT e.g. wheelchair users?			
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## Individual Liberty

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Pupils can make their own decisions and understand that the choices they make can have an impact on their peers.</p> <p>Pupils feel safe in to share their emotions and display self-confidence.</p>	<p>What is individual liberty?</p> <p>Individual liberty means each of us having the freedom to make our own choices and do what we want – within reason. As long as we respect the other three British values and the rights of others, then we are free to pursue our ambitions, and follow our own will.</p> <p>What choices can they make about the way they live their lives? Draw up a list of what choices they can make e.g. faith, school, football team.</p> <p>What choices can't they make? Age that they start and leave school – that is because it is decided by Government.</p>	<p>Introduce idea of equality laws &amp; protected characteristics. These ensure that people that everyone can live as they want to, within reason, and thrive.</p> <p><b>Protected characteristics</b> are aspects of a person's identity that are protected under the <b>Equality Act 2010</b>. This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.</p> <p>There 9 protected characteristics. Discuss age appropriate ones:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Sex</li> </ul>	<p>Case study: Chris Packham – protected characteristic = disability</p> <p>Show image of Chris What do pupils know about him? Do they realise he has a disability?</p> <p>Brief intro to ASD – Use short films linked to Chris Packham's documentary 'Inside the Autistic Mind' to highlight the difficulties .</p> <p><a href="https://www.bbc.co.uk/programmes/p0f2cxgn">https://www.bbc.co.uk/programmes/p0f2cxgn</a></p> <p>Key points some disabilities can't be seen, but can equally make life hard for people.</p>	<p>In Britain we expect everyone to be treated as if they are equally significant today.</p> <p>In some countries different groups of people are still considered less significant than others and their individual liberty is limited or denied. People can sometimes claim asylum in UK if they are being persecuted and their individual liberty threatened in their own countries. This shows that individual liberty is important to Britain.</p> <p>Case study – Protected characteristic - Sex Malala Youfsazai – Girls right to education denied by the Taliban in Pakistan. She was shot in Pakistan – received</p>	<p><b>See case study: Stephen Lawrence – protected characteristic = race</b></p> <p>Stephen's individual liberty taken from him in the most terrible way, just because he was black.</p>	<p><b>See case study: Alan Turing – protected characteristic = sexual orientation</b></p> <p>Key points: Alan Turing defended everybody's individual liberty with his work during WWII.</p> <p>He could not live freely as a gay man and this led to him taking his own life after he was prosecuted and stopped from continuing his work. He was one of the pioneers of computing, so Britain missed out on his genius and what he could have done in future.</p> <p>Following a public campaign in 2009, British prime minister <a href="#">Gordon Brown</a> made an <a href="#">official public apology</a> on behalf</p>



	<p>Why is it important that people are allowed to make free choices?</p> <p>Link to everyone being significant and feeling significant.</p>	<ul style="list-style-type: none"> <li>• Race</li> <li>• Religion</li> <li>• Disability</li> </ul>		<p>NHS healthcare and settled in Britain Now campaigns for girls right to education – youngest winner of Nobel Peace prize</p> <p><a href="https://www.npg.org.uk/schools-hub/malala-yousafzai-by-shirin-neshat#acc13956">https://www.npg.org.uk/schools-hub/malala-yousafzai-by-shirin-neshat#acc13956</a></p> <p>Draw out that being female is a protected characteristic in UK and this protects the rights of women and girls and allows them to flourish, like Malala has.</p>		<p>of the government for "the appalling way [Turing] was treated". Queen <a href="#">Elizabeth II</a> granted a posthumous pardon in 2013. The term "<a href="#">Alan Turing law</a>" is now used informally to refer to a 2017 law in the United Kingdom that retroactively pardoned men cautioned or convicted under historical legislation that outlawed homosexual acts.<sup>[14]</sup></p>
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## Mutual Respect & Tolerance of those with other faiths or beliefs

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Pupils can say some ways in which they are different to their friends e.g. celebrate different religious festivals</p>	<p>What is meant by mutual respect?</p> <p>Mutual respect means treating other people with dignity and recognising their value. It's a feeling of deep admiration for other people and their unique qualities.</p>	<p>What is meant by being tolerant?</p> <p>Being tolerant or behaving with tolerance means to accept other people's differences.</p> <p>Pupils identify ways in which they are different – create a joint presentation celebrating each other's differences</p>	<p>Pupils take on a disability for a short while e.g. blindfolded, can only use one hand.</p> <p>What do they find hard?</p> <p>What might help them to overcome that difficulty?</p>	<p>What happens when there is no mutual respect and tolerance?</p> <p>See case study above – Taliban exhibit intolerance that is not acceptable in Britain, because they do not show mutual respect for women, other faiths and even some Muslims that</p>	<p>Case study - Respect for people of different races</p> <p><b>Stephen &amp; Doreen Lawrence (Portrait NPG)</b></p> <p><b>'No Woman, No Cry' – Chris Offili</b></p> <p>Shows the impact that Stephen's murder had on society and</p>	<p>See case study above.</p> <p><b>Key points:</b></p> <p>Attitudes change and the law changes. In Britain laws have become more liberal. But there is always the danger that they can go the other way, particularly if people become as they did in Nazi Germany.</p>

	<p>Link to Christian Values of respect and significance.</p> <p>Pupils discuss people they respect and why e.g. Kim at The Winch</p>	<p>e.g. Christmas celebration/Eid celebration.</p> <p>Opportunity to invite parents in.</p>	<p>What does this tell them about how people with disabilities have to use their ingenuity to overcome difficulties?</p> <p>When other pupils act differently to them they should consider that there may be a reason and be tolerant.</p> <p>Sometimes pupils may need to be treated slightly differently because they have disabilities or other needs, which might seem unfair, but is actually about making things fair for them.</p>	<p>practice their faith differently.</p>	<p>particularly black Britons.</p> <p>Stephen's case not dealt with very well by police, so the suspects got away with murder.</p> <p>20 years after Stephen's death 2 of the suspects were convicted, but only because Stephen's family campaigned tirelessly. Their work has led to changes to how the police operate.</p> <p>Doreen Lawrence was elevated to the peerage as a Baroness, on 6 September 2013, and is formally styled Baroness Lawrence of Clarendon. She sits on the Labour benches in the House of Lords as a working peer.</p> <p>Baroness Doreen Lawrence was awarded the OBE for services to community relations in 2003 and was made a life peer in the House of Lords in 2013 in recognition of her tireless dedication to community, anti-racism</p>	
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