St. Oswald's Catholic Primary School

British Values Progression

At St Oswald's Catholic Primary School, we are committed to nurturing the spiritual, moral, and social development of every child through the living example of Jesus Christ. Our curriculum is shaped by the Gospel values of **joy, kindness, trust, respect, and forgiveness**, which underpin everything we do. These values not only reflect our Catholic ethos but also align with the **British Values** of **democracy**, **the rule of law**, **individual liberty**, **mutual respect**, and **tolerance of those with different faiths and beliefs**.

British Values				
Democracy	**Rule of Law**	**Individual liberty**	**Mutual respect**	**Knowledge and tolerance of other faiths and beliefs**
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.

Our progression document outlines how these values are taught, modelled, and embedded at every stage of a child's journey through school. From the earliest years, children are introduced to the idea that everyone has a voice, learning to share, take turns, and express opinions in a joyful and supportive environment. As they progress, they explore more complex ideas such as fairness, justice, responsibility, and empathy—developing the confidence to participate fully in school life and beyond.

By the time our pupils reach Year 6, they will not only understand British Values in principle, but also demonstrate them through their daily actions: showing kindness in how they speak and behave, showing respect for others' views and beliefs, trusting one another in group decisions, forgiving others and seeking reconciliation when conflicts arise, and taking joy in celebrating the uniqueness of every member of our diverse school family.

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Through this carefully structured progression, children leave St Oswald's equipped not only with the knowledge of British Values but with a deep understanding of how to live them out with integrity, guided always by faith and the Gospel message of love.

	Park	Chisnall	Blainscough	Ellerbeck
Democracy	Introduce the concept of making decisions together as a class. Taking turns, sharing toys and activities. *Key Vocabulary: vote, opinion, fair.*	Class voting on activities and choices. Understand the importance of respecting the majority of decisions. Begin to explore the roles of leaders and the need for decision makers in school and the local community. *Key Vocabulary: vote, majority, opinion, equality.*	Learn about local government and elections (class and school council elections) Discuss the importance of participating in decision making. Discuss the roles of MPs and the concept of representation. Key Vocabulary: *election, representation, debate, citizenship, referendum, participation, parliament, civil liberties.*	Deepen understanding of democracy and the electoral process. Explore different forms of government and their features. Engage in mock elections and debates. Discuss the history of democracy and its importance and understanding the injustice of current democratic systems of government. Key Vocabulary:
	By the end of Park Class: - I can make decisions with my class. - I can share my opinion. - I can take turns and share with my friends.	By the end of Chisnall Class: - I can express and justify my opinion. - I can make choices and understand that people can make different choices to me. - I can ask and answer questions to help me form an opinion.	By the end of Blainscough Class: - I understand the term democracy and why it is important. - I can say what makes a good leader. - I can take part in a fair vote and say how a vote was made fair. - I can take part in a debate and can deliver my points through argument, persuasion, fact and opinion.	By the end of Ellerbeck Class: - I know what democracy is and why it is important. - I can take part in a fair vote. - I can articulate ways our school community is a democracy. - I can take part in a debate representing different characters and can deliver their points through argument, persuasion, fact and opinion.

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Rule of Law	Help to establish basic classroom rules and be able to explain why they are necessary. Understand the consequence of breaking simple rules. *Key vocabulary: Rules, consequence, fair/fairness*	Know and explain school rules and explain why they exist and their purpose. Discuss consequences for breaking rules within the school context (Year 1). Discuss laws and rules in society, talking about the need of fairness and justice (Year 2). *Key vocabulary: Fairness, consequence, law, justice.*	Begin to understand the legal system, its purpose and the key principles. Explore some historical examples of law and the consequences that occurred. Explore the legal system including courts and justice (Year 4). Understanding that rules apply universally. *Key Vocabulary: legality, accountability, justice.*	Investigate laws within society and how they are used to protect citizens in the communities. discuss the concept of justice and fairness in more complex situations conducting mock trials. Explore the UK's legal systems and its institutions. Explore international law and human rights. *Key Vocabulary: justice systems, due process, legislation.*
	By the end of Park Class: - I know what right and wrong is. - I can follow simple rules. - I recognise myself as a member of a community. - I can talk about people who help me in the wider community and in school.	By the end of Chisnall Class: - I know what is right and wrong and can make the right choice and apply this in my life. - I can follow rules. - I understand the need for rules. - I know everyone in a community has rights and responsibilities. - I can say if a rule is fair.	By the end of Blainscough Class: - 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, 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	By the end of Ellerbeck Class: - 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. - 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	Encourage students to express their thoughts, feelings, and preferences. Promote the idea that everyone is unique and special. *Key Vocabulary: Choice, freedom, rights.*	Encourage independent thinking and responsible decision making. Teach them to express their opinions respectfully. Discuss rights and responsibilities, e.g., the right to be safe and the responsibility to follow rules. *Key Vocabulary: choice, rights, responsibility, freedom, independence.*	Foster critical thinking skills and encourage students to express their opinions respectfully. Discuss freedom of speech and expression. Encourage students to make choices that reflect their values. Discuss the responsibilities that come with personal freedoms. *Key Vocabulary: rights, liberty, self-reliance, autonomy, conscience, self- expression.*	Foster critical thinking and ethical decisionmaking. Explore the balance between individual rights and societal needs. Encourage students to reflect on their values and beliefs. Discuss the importance of freedom in a democratic society. *Key Vocabulary: empowerment, self-determination, agency, autonomy, rights, independence.*
	By the end of Park Class: - I am able to talk about how I feel with support. - I can make decisions. - I am building an awareness of my own needs, views and feelings.	By the end of Chisnall Class: - I can talk about how I feel. - I can 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 own behaviour and decisions.	By the end of Blainscough Class: - I know what freedom is. - I am aware of my own feelings, views and needs. 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 celebrate the uniqueness of each individual and understand the power of being different.	By the end of Ellerbeck Class: - I can explore the right to live in freedom and individual liberty. - I understand that individual liberty has to be within the rules. - I am beginning to develop an understanding of the UN Children's Rights. - I can explore my own individual liberty to be who I want to be. - I believe and understand that I have the capability to make changes and can use my skills to implement change.

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Mutual respect	Begin to understand what respect is and what it takes to show someone respect. Continue to develop listening skills and being kind and sharing within the school context. *Key Vocabulary: kindness, listening, sharing.*	Understand the meaning of respect and how to show someone respect. Recognising differences between classmates and understanding the meaning of respecting their differences. Beginning to appreciate diversity and the importance of respecting others' beliefs. *Key Vocabulary: respect, politeness, empathy, considerate.*	Continue to learn about differences between people such as cultural diversity and traditions and keeping an emphasis on the respect for all. Encourage students to think of how they can create an atmosphere of inclusivity and acceptance within our school community. *Key Vocabulary: courtesy, empathy, appreciation, civility, liberty, self-reliance.*	Deepening awareness and respect for cultural diversity and the importance of cultural heritage. Discuss significant figures and how they have shaped society today (Black History month link). Emphasise the significance of mutual respect in the context of inclusivity. Encourage children to become active agents within school to create an inclusive and tolerant environment that shows respect for all cultures. *Key Vocabulary: respect, consideration, courtesy, empathy, tactfulness.*
	By the end of Park Class: - I know how to be kind and share and why this important. - I can greet others politely. - I can name our school values with support (joy, kindness, trust, respect, forgiveness).	By the end of Chisnall Class: - I know what mutual respect is. - I can name the school values. - I can talk about what it means to respect someone. - I can show respect and acceptance towards different cultures, traditions and religions.	By the end of Blainscough Class: - I can use my understanding of kindness and empathy to help with my conflict resolution skills in the classroom and the school community. - I can be respectful of different perspectives, cultures and traditions.	By the end of Ellerbeck Class: - I can explore cultural celebrations and traditions and engage in discussions about the cultural differences. - I can promote tolerance, empathy and understanding among students from different backgrounds.

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Knowledge and tolerance of other faiths	Introduce stories and activities that celebrate diversity and different cultures. Explore festivals from different cultures like Diwali, Lunar New Year and Hannukah. *Key Vocabulary: different, acceptance, diversity.*	Promote sharing, empathy and kindness. Introduce the basic concepts of different faiths, cultures and traditions using festivals, stories and traditions to provide an in depth look. Begin to discuss different family structures and lifestyles *Key Vocabulary: acceptance, diversity, equality, inclusion.*	Start to deepen discussions about discrimination, stereotypes and prejudice. Explore different world religions, customs and cultures in more detail. Look into issues related to diversity, inclusion and equality. Encourage respectful discussions about sensitive topics, allowing children to feel they can ask questions. *Key Vocabulary: acceptance, inclusivity, harmony, understanding, equity, open-minded.*	Look into current global issues related to tolerance, conflict and human rights. Promote empathy and understanding towards diverse viewpoints. Explore contemporary issues related to diversity, migration and tolerance. Key Vocabulary: inclusivity, pluralism, admiration, reverence.
	By the end of Park Class: - I know that there are similarities and differences between people. - I know that people have things in common but everyone is unique. - I can say why I am special.	By the end of Chisnall Class: - I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds. - 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, celebrating birthdays.	By the end of Blainscough Class: - 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. - I can show respect for other people's differences and understand how people's lives may be different.	By the end of Ellerbeck Class: - I know what tolerance is and why it is important. - To understand how all people are equal and different. - I can know what prejudicial or discriminatory behaviour is and can challenge it. - 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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