

What a Drayton Park child will understand about the British Values

	Democracy	Rule of Law	Respect and Tolerance	Individual liberty
Nursery	A child would feel they are treated fairly and that they can express their opinions. They know that voting is a fair way to chose something. Examples of how we will achieve this is through: • Voting for Class Book (choosing between 2) • Asking for opinions in class discussion 'Debating Progression' - Children begin to express their likes and dislikes.	A child would say "That is the wrong choice or right choice." Children begin to develop an awareness of rules through everyday routines and interactions. They are introduced to simple expectations such as tidying up, using kind hands, and taking turns. Adults consistently explain why these rules are important, focusing on safety and kindness. Children are supported to distinguish between right and wrong and begin to understand that actions have simple, immediate consequences. Children demonstrate their understanding by following simple rules with adult guidance and responding to reminders about expected behaviour. They begin to use basic language to describe what is right and wrong and show an emerging awareness when rules are not followed, either by themselves or others.	Children learn how to get on and share with other children that are not their family. They learn how to accept children who are different to them. (SEN, etc)	A child would say they can make simple choices and understand that their likes, dislikes and ideas matter. Examples of how we will achieve this is through: • Free-flow provision with child-led choices where children learn how to pick and complete learning tasks. • Choose songs, stories and games. • Circle and carpet time when children are encouraged to express likes and dislikes. • Supporting independence in self-care routines.
Foundation	A child would say that their voice and opinions matter. They know that at times, they are able to make choices but at other times they must follow instructions. They opportunities to vote and chose what they would like. Examples of how we will achieve this is through: • Voting for class treat • Choosing which activity to go to 'Debating Progression' - Children express preferences focusing on likes and dislikes.	Children will say more detailed language such as ""We must follow the class rules to keep everyone safe." Children develop a stronger understanding that rules help to keep everyone safe and happy. They take part in creating class rules, which helps them to feel a sense of ownership and responsibility, by understanding that actions have consequences e.g., losing tickets for the fayre. Children show their understanding by following rules more independently and explaining simple reasons for them, such as preventing harm or ensuring fairness. They begin to apply ideas of fairness in their play and are increasingly able to accept consequences without adult mediation. Children also learn about "People who help us" where they begin to learn about the roles of the police.	When looking at different celebrations around the world, children will be interested in the festivals whether they celebrate them or not. Children might say: "There are lots of different celebrations around the world."	A child would say they can make choices and can begin to recognise that their choices have consequences. Examples of how we will achieve this through: • Children enjoy continuous provision where they get to choose their own learning. Children are also encouraged to express their opinions (showing respect and tolerance). • PHSE lessons • Establish Class Rules together • Encourage children to take manageable risks • Children are taught to express their opinions respectfully.

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		They also have the learning characters, that if they show the correct skills, they win Goldbrick.		
Year 1	A child would say "Everyone shares ideas and helps make a decision together." The children understand that voting decides things fairly and that once the vote has happened, that is the choice. The children might suggest taking turns if different children have different ideas. Examples of how we will achieve this is through: • Drayton's Got Talent Act • Voting for Class Treat • School Council Representative • Choosing and deciding of class rules 'Debate Progression' - Giving simple reasons saying what they think and beginning to give reasons.	Children will deepen their understanding of the link between actions and consequences. They explore rules beyond the classroom, including those in the playground and wider school environment. Children demonstrate their understanding by explaining what happens when rules are broken and following school (and class) rules with increasing independence. They are able to identify situations that are unfair and begin to reflect on their own behaviour and its impact on others. In PSHE we discuss the rules in relation to right and wrong e.g. the PANTS rule. They will also learn about what bullying is and what the consequences are.	We treat everyone kindly and accept everyone for who they are. We respect everyone.	We make good choices and can act on our own. We have opportunities to decide and do things on our own.
Year 2	A child would say "I know why rules are important, I can listen to other people's ideas, make sensible choices and show respect to everyone." It's fair because everyone gets a turn to say what they think. They understand that they will not always get what they want and might need to find a compromise. They might combine ideas to do this. Examples of how we will achieve this is through: • Voting for our class book/ weekly book for the library • Drayton's Got Talent Act • Class Treat • School Council Representative • Class Rules that we think are appropriate to our class • Children get to choose what they want like picking a game or deciding what to eat for lunch.	They will extend their understanding of rules and consequences but show their understanding by how following rules demonstrate respect for our community. Children will understand that they are role models within the KS1/Foundation building. They will understand the wider consequence of not following the rules and being safe e.g., younger children copying them.	Respect means being nice to people and listening to them. Tolerance means letting people be different and still being friends with them. It's like sharing toys and playing together even if we like different games, look different and believe in different things.	It means I can choose what I want to do, like picking my favourite toy or deciding what game to play. It means I can be myself and do things I like, as long as I'm not hurting anyone else. I can be independent and an individual.

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	'Debate progression' - listening and responding focusing on giving opinions with reasons and responding to others' ideas.			
Year 3	The children have a deeper understanding of the role of a class representative and how it is sharing the opinions and ideas of others. They understand that representatives are chosen based on aligned views and personal qualities. The children understand that debate can be used to share opinions in a fair way where everyone who choses to, gets a voice. Children start to understand the idea of a majority in a voting context. Examples of how we will achieve this is through: • Children put them self forward a give a short speech to explain why they would be a good candidate. • Class treat is voted for within classes. Children form an understanding of a majority to show a fair representations. • In PSHE lessons children learn how to carry out debates on topical subjects e.g. sustainability 'Debate Progression' - Structured discussions focusing on building on others' ideas and beginning to organise thoughts.	Class rules introduced to children. Children have some ownership of developing rules as a class. As part of PSHE lesson on Human Rights and our rights and responsibilities children discuss what to do if there are not being met. Y3 DPS Children might say: 'The rule of law means everyone must follow the same rules, even adults. If you break the rules, there are consequences.'	We complete a PSHE unit on Positive and Healthy Relationships which teaches the children about how to respect others emotions. Children also learn how to be respectful of different types of families with the community. During the Spring term we also complete a unit on Respect, Diversity and Equality. In this unit we look at how to support people who are not being respected by others. In PSHE lesson children looks at Human Rights and our rights and responsibilities are to ensure our own and other Rights are met and what to do if there are not. Children learn to respect and protect the environment linked to rights and responsibilities of the community. During our Anti-Bullying week, we had the opportunity to complete a year group carousel where one of the themes was respect. The children completed some role play on what respect and disrespect look like. Y3 DPS Children might say: 'Respect and tolerance mean being kind to others, even if they are different from us. It's about treating everyone fairly and not judging them for what they believe or how they are.'	Understand own emotional, mental and physical health and make informed choices about our health. In PSHE lesson children look at understanding their own strengths and weaknesses and set themself goals to improve. Children look at managing money as part of PSHE lessons so they can get a better understand of the importance of this in day to day life. Y3 DPS Children might say: 'Everyone can make their own choices and do what makes them happy, as long as it doesn't hurt anyone else.'
Year 4	A child would say "Democracy is when people get to choose leaders or make decisions together by voting. It's about everyone having a chance to share their opinion."	Y4 DPS Children might say: 'The rule of law means everyone must follow the laws, and no one is allowed to break them, not even important people. If you break the law, there are punishments.'	Y4 DPS Children might say: 'Respect and tolerance mean being polite and accepting of people, even if they look different, believe different things, or come from	Y 4 DPS Children might say: 'People have the freedom to make their own choices and do what they want, but they also have to respect others and follow the rules.'

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	The children develop their understanding of democratic processes within school and local communities. Examples of how we will achieve this is through: • 'Debate Progression' - develop basic debating structure focusing on developing for and against arguments and taking turns in structured debates.		different places. It's about treating everyone with kindness and understanding.'	
Year 5	A child would say that they are beginning to understand democracy, how this works in this country (e.g. parliament voting systems via elections), and the origins of democracy. Examples of how we will achieve this is through: • The origins of democracy in their Ancient Greece history topic. 'Debate Progression' - using persuasion and evidence focusing on using examples and evidence and developing persuasive language. This is demonstrated across the curriculum, such as in RE, PSHE as well as literacy.	Class rules. They will begin to understand the origins of early policing, how it has evolved and how it differs to modern day policing, within our Crime and Punishment history topic	e-safety lessons and e-safety week. Link to WW2 topic and some leader's lack of tolerance and respect for those with different beliefs. All our RE topics are about key concepts and then linking them to different religions - showing an understanding and respect for what others do or don't believe. Cultural week.	Children regularly have choices in their learning - for design, layout, content etc. Children choose their reading books. Choice of clubs after school.
Year 6	A child would say they are encouraged to express their views in safe and controlled environment. Examples of how we will achieve this is through: • Children (in school council) will be involved in the decision-making process of important decisions in school. • Children in each Year 6 class will represent a foundation class, for school council. 'Debate Progression' - formal debating and critical thinking focusing on advanced	We shall agree class rules at the beginning of the year. Children will understand the consequences of not following these rules both for their time in Year 6 and when they move onto secondary school. We shall have annual knife crime prevention workshops, where children will learn about the age of criminal responsibility. They will understand the origins of early policing, how it has evolved and how it differs to modern day policing, within our Crime and Punishment history topic	Children will take part in many E-safety lessons in PSHE. They will also learn about tolerance, acceptance and living in diverse society. In RE lessons, children shall learn about different beliefs and how they are entitled to their beliefs. However, they must accept that others might not agree with them. Children will be encouraged to challenge prejudicial behaviours and report them when necessary.	We shall discuss how important it is not to bow down to peer pressure and stand up for what is right. As well as this, we shall motivate children to have their own minds and voices and use them in the right way. They will be encouraged to challenge stereotypes and take a stance against bullying. They shall also be encouraged to take responsibility for their behaviour, as well knowing their rights. They shall model freedom of speech.

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	argument structure and challenging viewpoints respectfully. This is demonstrated across the curriculum, such as in RE, PSHE as well as literacy.	In Science - we learn about (legal & illegal) drugs and alcohol and the effects on the body. We learn about the legality of them and the age that you can consume those that are legal. We also learn about consent with relationships and the age of consent for sexual relationships.	Science - Evolution topic - look at the links with religion and the fact that Darwin felt that religion and Science can go hand in hand.	Running the fair fayre - choose activities that they run.
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