

# Progression in SMSC and British Values

All years



| Children should be taught                         | Progression in knowledge, skills and understanding by the end of the phase, children will be able to                                                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| British Values                                    | EYFS                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                   | <ul style="list-style-type: none"> <li>Know that there are five fundamental British values</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Name the five fundamental British values.</li> <li>Begin to recognise that fundamental British values make society fairer for all.</li> <li>Say how they demonstrate fundamental British values.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Explain what each of the fundamental British values mean.</li> <li>Show understanding of why fundamental British values are important in society.</li> <li>Recognise when others demonstrate fundamental British values.</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Explain ways in which fundamental British values are practised in society.</li> <li>Demonstrate some awareness of what happens when these values are not adhered to.</li> <li>Give examples of prominent people who have demonstrated fundamental British values.</li> </ul>                                                                                                                                                                                                                                         |
| Tolerance (including "Protected Characteristics") | <ul style="list-style-type: none"> <li>Know that there are similarities and differences between people.</li> <li>Know that there are different faiths and some people do not have a religion.</li> </ul> | <ul style="list-style-type: none"> <li>Know, identify and respect the similarities and differences between people.</li> <li>Know that there are different faiths.</li> <li>Accept that not everyone believes the same thing.</li> <li>Recall some facts about religions previously taught.</li> </ul> | <ul style="list-style-type: none"> <li>Understand some similarities and differences in religions already taught.</li> <li>Talk about their own beliefs and discuss if these are similar or different to others.</li> <li>Understand other people's religions and choices.</li> <li>Show awareness of the phrase "Protected Characteristics" and what it means.</li> <li>Name some Protected Characteristics.</li> </ul> | <ul style="list-style-type: none"> <li>Respect the similarities and differences between people. ... understand some cultural ways of life in Great Britain and how to welcome others.</li> <li>Recognise their own strengths and appreciate strengths in others.</li> <li>Explore the meaning of equality.</li> <li>Discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality, age and differences of family situations.</li> <li>Be able to name the Protected Characteristics.</li> </ul> |

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|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mutual Respect            | EYFS                                                                                                                                                            | Year 2                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                           | <ul style="list-style-type: none"> <li>demonstrate that they understand what <b>respect</b> means. (Treating others as you would like to be treated)</li> </ul> | <ul style="list-style-type: none"> <li>Understand why we should respect things in our school, community and world.</li> <li>Show that they respect things in our school, community and world.</li> </ul> | <ul style="list-style-type: none"> <li>Respect and show why/how we should respect things in our school, community and world.</li> <li>Show respect for other people's differences.</li> <li>Know what diversity is.</li> <li>Show awareness of the phrase "Protected Characteristics" and what it means.</li> </ul> <p>Name some Protected Characteristics.</p> | <ul style="list-style-type: none"> <li>Show why/how we should respect other people's differences and the world.</li> <li>Know what diversity is and discuss its importance confidently.</li> <li>Know what prejudicial or discriminatory behaviour is and to begin to challenge this when they witness it.</li> <li>Discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality, age and differences of family situations.</li> </ul> |

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| Democracy                 | EYFS                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 6                                                                                                                                                                                                                                                                                                                                                                               |
|                           | <ul style="list-style-type: none"> <li>• Take part in simple votes and begin to understand that this is a fair process for making decisions.</li> <li>• Begin to understand that others will have different opinions to them.</li> </ul> | <ul style="list-style-type: none"> <li>• Express and begin to justify their opinion.</li> <li>• Listen to and begin to understand others point of view.</li> <li>• Accept the outcome of simple votes in school context.</li> <li>• Begin to know why it is important to have your say on rules and laws that affect you.</li> </ul> | <ul style="list-style-type: none"> <li>• Express and begin to justify an opinion.</li> <li>• Listen to and begin to understand others' point of view.</li> <li>• Understand why it is important to have your say on rules and laws that affect you.</li> <li>• Understand the term democracy and why it is important.</li> <li>• Articulate ways our school community is a democracy.</li> <li>• Know what makes a good leader.</li> </ul> | <ul style="list-style-type: none"> <li>• Debate different points of view.</li> <li>• Know why it is important to have your say on rules and laws that affect you.</li> <li>• Speak confidently about their understanding of democracy and why it is important in society.</li> <li>• Know what makes a good leader.</li> <li>• Articulate ways our nation is a democracy.</li> </ul> |

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| <b>Rule of Law</b>        | EYFS                                                                                                                                                                   | Year 2                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                           | <ul style="list-style-type: none"> <li>Know how to follow simple rules. (Class/school rules)</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Know which rules are important and how to follow them.</li> <li>Understand the difference between rules and laws.</li> <li>Express and justify an opinion</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Explain what each of the fundamental British values mean.</li> <li>Show understanding of why fundamental British values are important in society. Recognise when others demonstrate fundamental British values.</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Explain ways in which fundamental British values are practised in society.</li> <li>Demonstrate some awareness of what happens when these values are not adhered to.</li> <li>Give examples of prominent people who have demonstrated fundamental British values.</li> </ul>                                                                                                                                                                                            |
| <b>Individual Liberty</b> | EYFS                                                                                                                                                                   | Year 2                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                           | <ul style="list-style-type: none"> <li>Identify when they do and do not need help.</li> <li>Developing an awareness of their own needs, views and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about how they feel.</li> <li>Begin to be sensitive to and respect the feelings of others. Intent</li> <li>Make decisions and begin to understand the repercussions of choices.</li> <li>Understand that they are responsible for their choices and behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>Be sensitive to and respect the feelings of others.</li> <li>Make decisions and to understand the repercussions of choices.</li> <li>Begin to take responsibility for their choices and behaviour.</li> <li>Know what freedom is.</li> <li>Explore ways in which they are free to be themselves.</li> <li>Understand that individual liberty has to be practised within the rules.</li> </ul> | <ul style="list-style-type: none"> <li>Celebrate the uniqueness of each individual and the power of being different.</li> <li>Understand that individual liberty has to be within the rules.</li> <li>Explore their own individual liberty to be who they want to be, within the rules.</li> <li>Take responsibility for their choices and behaviour.</li> <li>Show some awareness of the UN Declaration of the Rights of the Child</li> <li>Consider whether everyone should have the same rights.</li> </ul> |