Lower Key Stage 2—Year 3

Curriculum links: Ancient Greek democracy (History), Schools Linking Project, Black History Month, Music around the World

KEY VOCABULARY: religion, culture, disability, rewards, consequences



Lower Key Stage 2—Year 4

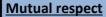
mans (History)

KEY VOCABULARY: diversity, rights, responsibilities, inclusion, dictatorship

| | Mutual respect | Individual liberty | Tolerance | Rule of law | Democracy |
|--|--|---|--|---|---|
| By the end of Lower Key Stage 2, we would expect pupils to demon- strate these skills. | I understand how to show respect to somebody who is talking to me. | I know that everybody has rights and responsibilities. I understand that I must take responsibility for my own helpful or unhelpful choices. | I understand that everybody is unique and that people have di- verse skin colours, follow different religions, come from diverse cul- tures and some have disabilities. I can show tolerance of people from different cultures and back- grounds. | I can describe our school rules, including rewards and consequences. I can explain why it is important that we must learn to follow rules. | I can describe what democracy is and understand that everybody has the right to have their voices heard. I can explain how we use democracy in our school to vote for School Coun- cil representatives and Spanish Am- bassadors |

Progression in British Values skills and knowledge at Banks Lane Junior School

The promotion of fundamental British Values should enable pupils to:



- Treat others as they would want to be treated themselves and respect each other's views and opinions
- Individual liberty
- Promote freedom of speech for all and understand the right to make our own choices Tolerance
- Learn about different faiths and cultures, listen to other viewpoints and learn about diversity **Rule of law**
- Understand rules and consequences and why they are important to develop order
- Democracy
- Make decisions together and have the right to an opinion/voice

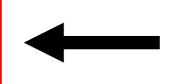
Teaching British values to children improves their spiritual, moral, social and cultural (SMSC) development. The British values underpin what it is to be a British citizen in what is a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK.

| | Mutual respect | Individual liberty | Tolerance | Rule of law | Democracy |
|--|--|--|--|--|--|
| By the end of Upper Key Stage 2, we would expect pupils to demon- strate these skills. | I respect and listen to other people's views and opinions, even if I do not agree with them. I know how to engage in a respectful debate with somebody who has different views to my own. | I understand that everybody has the freedom to make their own decision about gender identity and sexual orientation. I know the protected characteristics and understand that it is against the law to discriminate against anyone because of | I can explain what racism and prejudice are, giving real life examples from history and current affairs. I can explain the damaging effect that racism, prejudice and hate crime can have on a group of people. | I know the age of criminal responsibility and I understand that there are consequences for breaking the law. I understand the wider and longer-lasting implications of breaking the law, such as restrictions on travel | I understand the role of the King and the Prime Minister in governing the country. I understand how democracy works in British society. |
| | | them. | pre. | and jobs in the future. | |

Upper Key Stage 2—Year 6

Curriculum links: Islam (RE), Racism and prejudice (RE), World War 2 (History), The Boy at the Back of the Class (Reading), Black History Month, Music around the World

KEY VOCABULARY: racism, prejudice, hate crime, Parliament, government, refugee



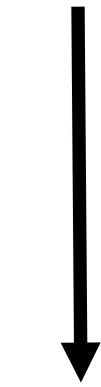
Upper Key Stage 2—Year 5

project, Black History Month, Music around the World KEY VOCABULARY: anti-Semitism, Holocaust, apartheid, discrimination, laws, justice



Curriculum links: Hinduism (RE), Black History Month, Music around the World, Anglo-Saxons (History), Ro-





Curriculum links: Judaism (RE), Journey to Jo'burg (Reading), Vikings-law and justice (History), Children in Need