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|  | EYFS | Y1 and Y2 | Y3 and Y4 | Y5 and Y6 |
| Democracy – | •I can express my opinion    •I can listen to others point of view    •I can begin to work in a team    •I can make choices | •I can express and begin to justify my opinion    •I can listen and begin to understand others point of view and know that mine and others’ views count    •I can work as a team and begin to understand the importance of teamwork    •I can make choices and understand people may make different choices to me  •I can make choices and begin to understand and respect the democratic process    •I can ask and answer questions to help me form an opinion.  I can give some reasons why it is important that pupils are involved in democratic decisions within school. | •I can start to understand the terms 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 explore ways we can express our opinions and campaign for democratic change.    •I can take part in a Q & A to help me form an informed decision  I can start to understand the terms democracy and why it is important.    •I can write a short speech, if I wish to stand as a candidate, about my attributes to lead a democracy  •I can take part in a Q & A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion.  I can give some examples of places or times within history when citizens have not had a democratic say in governance. | •I know what democracy is and why it is important    •I can write and deliver a short speech about ideas to improve life, taking into account the view of others.    •I can articulate ways our school community is a democracy.    •I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion.  •I can explain how explain how democracy has changed over time.  •I can compare democracy to other forms of political rule.  I can consider how life may be different for those who do not/have not lived in a democracy. |
| Rule of Law | •I know what is right/wrong.    •I can follow simple rules.    •I know I am a member of my community.    •I know who helps me in school and in the wider community. | •I know what is right/ wrong and can make right choices.    •I can follow rules and begin to explain why we have rules.    •I can name different communities.    •I know who helps me in school and in the wider community.  I know what is right/ wrong and can apply this in my life.    •I understand the need for rules.    •I know everyone in a community has rights and responsibilities.    •I can say if a rule is fair.• | •I can follow and value rules.    •I understand there are different rules in different places.    •I can explore and make rules, learning their value and purpose.    •I know everyone in a community has rights and responsibilities and understand the important of rules in different communities.  •I can think thoughtfully about why rules are needed, and how places may be different without them, 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. | •I can explain what Rule of Law is and why we have it.    •I can think about why we have the ‘Rule of Law and how society may be different without it.    •I can explore different rules, learning their value and purpose.    •I understand that living under the rule of law protects individuals.  •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. |
| Mutual Respect, Tolerance and diversity | •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. | •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 know what mutual respect is.    •I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays. | •I can describe how to welcome people and practice being welcoming.    •I can think about what different people in Britain are like.    •I know what diversity is.    •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.  I can talk about times, either within my own experiences or in wider society, when respect and tolerance have not been practised and consider how this may make people feel. | •To understand how all people are equal and different.    •I know what prejudicial or discriminatory behaviour is and challenge it.    •I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.  •I know what tolerance is and why it is important.  I can talk about times, either within my own experiences or in wider society, when respect and tolerance have not been practised and consider how this may impact both individuals and groups within society. |
| Civil liberty |  I am developing an awareness of my own needs, views and feelings     I can talk about how I feel with support     I can make decisions. | •I am developing an awareness of my own needs, views and feelings    •I can talk about how I feel    •I am beginning to be sensitive to and respect the feelings of others    •I am developing an awareness of my own needs, views and feelings    •I can make decisions and begin to understand the repercussions of my choices. | •I know what freedom is    •I am aware if my own needs, views and feelings    •I can explore ways I am free to be me    •I can choose words to describe my individual personality    •I can consider the hopes and dreams we all have    •I can use encouragement when respecting everyone’s differences •I can explore ways I am free to be me    •I can celebrate the uniqueness of each individual and the power of being different    •I understand ways to help others to be free to be themselves.  I can name some times or places where people are not free to be themselves. | •I can explore the right to live in freedom and individual liberty    •I understand that individual liberty has to be within the rules    •I can explore my own individual liberty to be who I want to be (within the rules!)    •I understand that I have the right to make changes    •I understand that individual liberty has to be within the rules    •I can explore the UN Convention Children’s Rights.  I can explore times or places where people have not had the right to live in freedom and how this may impact them. |
| Opportunities to share with parents | Sharing of pupils work on BV to parents through tweets, learning journeys etc. | Pupils to present their thoughts on an area of BV to parents through written work, art or drama. | Pupils to present their thoughts on an area of BV to parents through written work, art or drama and answer questions from parents on their learning. | Opportunities for pupils to present debates/ persuasive writing to parents |