



British Values Curriculum Progression

Park Road Academy Primary School

	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
Early Years	• Children experience democracy through simple, meaningful choices and begin to understand that everyone's voice matters. • Circle Time develops turn-taking, listening and confidence to share an opinion. • Children vote between limited choices, for example a story, song, activity or class preference, and accept the group's decision. • Children contribute to simple whole-school choices, including fundraising themes. • Helping Hands and other classroom responsibilities introduce the idea of contributing to a community.	• Children learn that familiar rules and routines help everyone to feel safe, happy and ready to learn. • Adults consistently model and reinforce classroom and whole-school expectations. • Children begin to connect actions with simple consequences and learn to put things right. • Stories, role play and PSED are used to explore fairness, right and wrong. • E-safety is introduced through simple rules about using technology safely and seeking adult help.	• Children develop independence by making purposeful choices within continuous provision. • Children select activities and resources, manage belongings and increasingly attempt tasks independently. • Adults encourage children to express preferences, interests and feelings and to recognise that these may differ from those of others. • Dreams and Goals introduces the language of trying, persevering and being proud of personal achievement. • Children learn that they can say when something does	• Children learn to notice, value and celebrate similarities and differences within their class community. • Circle Time, play and PSED develop sharing, cooperation, turn-taking and respectful listening. • Home experiences, languages, cultures and family traditions are welcomed and celebrated. • RE introduces a range of religious beliefs, stories and celebrations, including Christianity, Judaism, Hinduism, Sikhism and Islam. • Books and resources reflect a range of families, cultures, abilities and backgrounds.

	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
			not feel right and identify trusted adults who can help.	• Anti-Bullying Week reinforces kindness, friendship and inclusion.
KS1	• Pupils move from making personal choices to participating in shared class and school decisions. • Jigsaw discussions teach pupils to listen, respond and explain a simple viewpoint. • Pupils vote on class decisions and whole-school fundraising themes and begin to understand majority decisions. • Pupils elect School Council representatives and understand that representatives have a responsibility to listen to and share classmates' views. • Pupils contribute ideas through School Council, the suggestion box and pupil questionnaires.	• Pupils distinguish between rules in different settings and explain, in simple terms, why communities need them. • Classes agree expectations and pupils begin to understand their own responsibility for following them. • Assemblies and PSHE develop understanding of respect, responsibility, choices and consequences. • Pupils learn that some rules exist beyond school, including road-safety and community rules. • Visitors or learning linked to police, fire and road safety help pupils understand how rules protect people.	• Pupils begin to make choices for themselves and explain why a choice is appropriate or safe. • They select suitable reading material, learning resources and extracurricular opportunities with increasing independence. • Pupils volunteer for classroom responsibilities and may choose to stand for School Council. • Dreams and Goals helps pupils identify strengths, interests and achievable personal goals. • Pupils learn that people are free to have different interests, preferences and opinions.	• Pupils move from recognising difference to understanding that difference should be respected. • Jigsaw and Celebrating Difference develop respectful listening, empathy and inclusive behaviour. • Pupils discuss home experiences, languages, cultures and family traditions and recognise that families may live in different ways. • RE develops knowledge of Christianity, Judaism and Islam and encourages respectful questions about belief and practice. • Pupils learn about a range of religious and cultural

	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
	• Eco representatives may be chosen by class vote and begin to represent their peers on environmental matters. • Parliament Week introduces the language of elections, representatives and democracy.	• E-safety develops from following adult rules to recognising basic safe and unsafe online choices. • Primary Picture News provides simple examples of rules and laws in the wider world.	• Online-safety teaching helps pupils recognise when they need adult support. • Enrichment encourages pupils to try unfamiliar experiences and develop confidence.	celebrations without assuming that everyone celebrates in the same way. • Anti-Bullying Week helps pupils recognise unkindness, exclusion and simple stereotypes and know how to respond. • Pupils learn to disagree without being disrespectful.
LKS2	• Pupils develop from taking part in democracy to representing others and giving reasons for their views. • School Council representatives gather classmates' views, identify common priorities and communicate them to others. • Pupils use the suggestion box and questionnaires to contribute to decisions and	• Pupils progress from knowing rules to examining why laws are needed and how they support a fair and safe society. • They consider what could happen when rules or laws are absent or ignored. • Primary Picture News is used to discuss age-appropriate examples of laws, fairness, consequences and justice. • History provides opportunities to compare	• Pupils make increasingly informed choices, considering possible consequences for themselves and others. • They take greater responsibility for selecting appropriate reading, learning challenges, clubs and roles. • Pupils may put themselves forward for School Council or other responsibilities and begin to recognise leadership as a choice carrying responsibilities.	• Pupils progress from respecting visible differences to exploring prejudice, stereotypes and the diversity that exists within groups. • Jigsaw and Celebrating Difference develop empathy and encourage pupils to challenge assumptions respectfully. • RE deepens knowledge of Christianity, Judaism and Hinduism and encourages comparison of beliefs and

	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
	consider how pupil feedback can lead to change. • Eco representatives contribute to actions or campaigns and report back to peers. • Parliament Week develops understanding of how representatives, voting and decision-making operate beyond school. • Through history and the wider curriculum, pupils encounter different systems of leadership and begin to compare them with modern British democracy. • Primary Picture News and classroom debate require pupils to justify opinions with reasons and respond respectfully to alternative viewpoints.	rules and laws in past societies with expectations in modern Britain. • Pupils understand that rights are accompanied by responsibilities towards other people. • E-safety develops into understanding responsible digital behaviour and the consequences of unsafe choices. • Anti-bullying learning explores the impact of harmful or discriminatory behaviour and pupils' responsibility to challenge or report it.	• Dreams and Goals supports pupils to set more purposeful targets and reflect on steps needed to achieve them. • PSHE explores identity, individuality, self-expression and the right to feel safe. • Pupils know a range of ways to seek help for themselves or another person. • Enrichment and personal-development opportunities build resilience, independence and willingness to pursue individual interests.	practices without ranking them. • Pupils recognise that members of the same religion, culture or community may hold different views and practise in different ways. • Primary Picture News exposes pupils to contrasting perspectives and teaches them to discuss sensitive issues respectfully. • Anti-Bullying Week develops understanding of prejudice-based bullying and the responsibility of bystanders. • Pupils increasingly connect respect with fairness, inclusion and belonging in modern Britain.
UKS2	• Pupils apply democratic principles by representing others, scrutinising ideas and	• Pupils apply their understanding of rules to wider concepts of law,	• Pupils exercise increasing independence while understanding that liberty	• Pupils move from understanding and respecting difference to

	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
	contributing to genuine school decision-making. • School Council representatives actively seek, summarise and communicate the views of peers and feed outcomes back to them. • Pupil questionnaires, the suggestion box and leadership roles enable pupils to evaluate aspects of school life and propose improvements. • Parliament Week develops a more secure understanding of elections, representation, Parliament and citizens' participation in democracy. • Pupils compare Britain's democratic system with other political systems encountered through the curriculum. • Debate Club and classroom debate require pupils to	justice, equality, rights and responsibilities within society. • They understand that laws apply to everyone and consider why equality before the law is an important democratic principle. • PSHE explores the balance between individual rights and responsibilities towards others. • Primary Picture News supports informed discussion of current examples involving law, justice and public responsibility. • Bikeability requires pupils to apply road rules independently and responsibly in a real-life context. • Crucial Crew enables Year 6 pupils to apply knowledge of law, personal safety,	operates alongside law and the rights of others. • They make informed choices about learning, extracurricular participation, relationships, health, online behaviour and personal safety. • Pupils take responsibility for pursuing strengths and interests through enrichment and leadership opportunities. • Year 6 enterprise and leadership roles require pupils to make decisions, solve problems, manage responsibilities and be accountable for outcomes. • Pupils understand that freedom of expression includes the right to hold an opinion but not a right to harm or silence others. • PSHE develops understanding of personal	critically considering equality, prejudice, discrimination and inclusion. • PSHE explores racism, discrimination, stereotypes and prejudice in age-appropriate contexts and considers how individuals can challenge them. • Pupils learn about protected characteristics and connect them with fairness, equality and respect. • RE deepens knowledge of Christianity, Sikhism and Islam while recognising diversity of belief and practice within and between communities. • Pupils consider religious and non-religious worldviews as part of the diversity of modern Britain. • Debate teaches pupils to distinguish between challenging an idea and

	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance
	construct arguments, use evidence, challenge ideas respectfully and reconsider views. • Year 6 Subject Ambassadors communicate pupil perspectives to Subject Leads and contribute to curriculum development. • Pupils explore legitimate ways citizens can influence change, including voting, petitions, campaigning and peaceful protest.	consequences and responsible decision-making. • Online-safety learning develops critical judgement about digital behaviour, privacy, influence and responsibility. • Prevent and critical-thinking learning help pupils recognise the importance of law, democratic values and responsible challenge in protecting communities.	rights, consent, boundaries and where to seek reliable support. • Pupils reflect on aspirations and recognise that informed choices can shape future opportunities.	attacking a person, and to engage respectfully with strongly differing views. • Anti-Bullying Week develops pupils' responsibility to act as allies, report discriminatory behaviour and support inclusion. • Home languages, cultures and identities are valued as part of the school community, reinforcing belonging and respect for Britain's diverse society.