**British Values/Religious Education Y1 – Y6**

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| British Value | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| Democracy | Expresses and justifies opinions.  Understands that own and others’ views count.  Understands the importance of teamwork. | Begins to understand that the term democracy means to have your say.  Can explore ways to express own opinions and campaign for a democratic change (school council, pupil voice).  Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion. | Understands the term democracy and why it matters to have your say.  Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion.  Can take part in a fair vote. |
| Rule of Law | Can understand that everyone in school and in the community has rights and responsibilities.  Knows who helps me in school and in the wider community.  Is aware of what is right/wrong and can apply this in school and society.  Understands the need for rules. | Understands that we follow rules that are made in parliament.  Can follow and value rules made in school.  Can think thoughtfully about why rules are needed and can explain this to someone else.  Can explore and make rules, learning their value and purpose (school council, pupil voice). | Think about why we have the rule of law.  Can follow and value rules made in school.  Can think thoughtfully about why rules are needed and can explain this to someone else.  Can explore rules, learning their value and purpose.  (school council, pupil voice). |
| Individual Liberty | Understands that we have the freedom to make our own choices.  Beginning to develop an awareness of own needs, views and feelings.  Expresses how they feel.  Can be sensitive to and respect the feelings of others.  Able to make decisions for self. | Understand we have the freedom to make our own choices.  Can explore ways that you are free to be yourself.  Understand ways to help others to be free to be themselves.  Can value and respect everyone’s individual name. | Can explore the right to live in freedom and individual liberty.  Explore ways to support other people’s right to live in freedom and individual liberty.  Explore the idea that we need to allow other people other people to have liberty.  Understand that individual liberty needs to be within the rules.  Can explore the UN Children’s Rights.  Can explore own individual liberty to be who I want to be (within the rules). |
| Mutual Respect. | Has an awareness that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc.  Recognises that people have things in common but everyone is unique.  Identifies and respects the similarities and differences between people. | Understands that we respect people who are different than us.  Can think about what different people in Britain are like.  Can describe how to welcome people and practice being welcoming. | Can understand how all people are equal and different.  Can describe how to welcome people and practice being welcoming. |
| Religious Education | **Christians and Muslims or Jewish people.** | **Christians, Muslims, Hindus and Jewish people.** | **Christians, Muslims, Hindus and Jewish people.** |
| Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth). | Understands who is a Christian and what they believe.  Understands who is a Muslim and what they believe.  Understands who is Jewish and what they believe.  Can explain what we learn from sacred books. | Understands what different people believe about God.  Expresses why the Bible is so important for Christians today.  Explains why Jesus is inspiring to some people. | Explains with examples why some people believe God exists.  Can debate if we can live by the values of Jesus in the twenty – first century. |
| Expressing (Religious and spiritual forms of expression; questions about identity and diversity). | Can explain what makes some places sacred.  Can explain how and why we celebrate special and sacred times. | Can explain why people pray.  Indicates why festivals are important to religious communities.  Describes why people think that life is a journey and what significant experiences mark this. | If God is everywhere, why go to a place of worship?  Is it better to express your beliefs in arts and architecture or in charity and generosity? |
| Living (Religious practices and ways of living; questions about values and commitments). | Describe what it means to belong to a faith/ community.  Explains how we should care for the others and the world, and why does it matter? | Can demonstrate what it means to be a Christian in Britain today.  Can explain what it means to be a Hindu in Britain today.  Can briefly describe what we learn from religions about deciding what is right and wrong? | What does it mean to be a Muslim in Britain today?  What matters most to Christians and Humanists?  What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community). |