



## Archbishop Cranmer C of E Primary Academy British Values Progression Map



At Archbishop Cranmer we are committed to the promotion of fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We believe that through embedding the promotion of fundamental British Values at the heart of our varied and rich curriculum, we are able to foster life-long qualities and skills in our pupils, ensuring that our children leave Archbishop Cranmer as well-rounded, good citizens who will enrich society.

BRITISH VALUES				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.

At Archbishop Cranmer our Beyond Expectation curriculum is values-led and tolerance and respect are key priorities. An agreed set of values are the basis for every aspect of our work and school life: we value and celebrate the diverse heritages of everybody at Archbishop Cranmer. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the Autumn term and trips to the pantomime and church at Christmas. We also value and celebrate national focusses, examples being; Remembrance Day, Anti-Bullying Week, Chinese New Year and Safer Internet Day, with many more opportunities planned in throughout the year to collaborate with the wider community and world e.g. Children In Need.

Further to this, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

**Geographically:** Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains; and
- where Britain is in relation to the rest of Europe and other countries in the world.

**Historically:** Key moments in British history are studied in the topics such as World War 2 and significant historical figures.

Our [SMSC Curriculum Map](#) explores this in more detail.

### British Values in Action

Look out for these signs on our whole school and classroom displays to discover more about how we learn about the fundamental British Values across our curriculum.

Promotion of the fundamental British Values is considered at all levels of our curriculum and approach to education at Archbishop Cranmer. Teachers plan carefully for learning opportunities which enhance and promote British Values, which forms part of their planning for each termly cycle and subject leaders monitor this as part of their leadership roles. When visiting our school, look out for the 'British Values in Action' labels on our whole school and classroom displays, to see how we weave British Values throughout our high-quality curriculum.

## **Democracy**

Children, parents and staff have many opportunities for their voices to be heard at Archbishop Cranmer. Democracy is central to how we operate:

- Agreeing a set of 'class rules' and 'school rules' at the beginning of each school year and regularly review them through the year.
- Holding an election day when members of the school are elected by the whole school to join Pupil Parliament.
- Having a Pupil Parliament who contribute enormously to school life by organising and managing whole-school events and taking an active role in key decisions which affect the life of the school – these children are ministers and each manage a key area of school e.g. curriculum, environments, religious education, sports.
- Providing many opportunities to allow the children's voice to be heard and we regularly ask for their views both formally and informally.
- Including children in the interviewing process for new teaching staff.
- Discussing and addressing issues connected with democracy, human rights, tolerance and freedom in collective worships.

## **The Rule of Law**

At Archbishop Cranmer pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Adopting a clear, consistent positive behaviour policy which is consistently applied throughout the school by every member of staff.
- Adopting a conciliatory approach to disagreements and encouraging the children to reflect before responding to any problematic issues.
- Providing a range of formal and informal opportunities for children to reflect about positive and negative behaviour during curriculum time.
- Providing an extensive road safety and e-safety programme throughout the school.
- Developing links with our Police Community Support Officer and other members of the local community.
- Addressing issues of law during whole-school assemblies as and when appropriate and issues arise.
- Providing additional support, counselling and intervention time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encouraging visits from external agencies to talk to the children in school about a variety of issues connected with the rule of law.
- Using our positive reward system to acknowledge good behaviour as well as good academic work.
- Giving older pupils a range of responsible positions throughout the school e.g. playground pals, reading gladiators.
- Training and encouraging children to become 'peer mediators'.
- Visits from authorities such as the police and fire service.
- Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules.
- During Religious Education, when rules for particular faiths are thought about.
- During other school subjects, where there is respect and appreciation for different rules.

## **Individual Liberty**

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about how they can improve their learning
- choices around the participation in extra-curricular activities
- At Archbishop Cranmer we do this by:
- Encouraging children to make good choices at our school in a safe and supportive environment.

- Encouraging children to know, understand and exercise their rights and personal freedoms and advising them on how to exercise these safely, for example through our e-safety teaching.
- Providing children with a range of important roles in school, such as playground pals, librarians and peer mediators.
- Encouraging children to understand responsibility in school in terms of behaviour and attitude to learning.
- Promoting justice and fairness as key principles throughout our school.
- Focusing on a key Christian Value every half term.
- Completing home/school agreements for all children.
- Teaching children how to be safe and how to act safely.
- Promoting independent learning by empowering children and providing many opportunities for children to exercise choice.

### **Mutual Respect**

We have high expectations of achievement and behaviour. Children and staff at Archbishop Cranmer are polite and kind. We also achieve mutual respect through:

- The promotion of positive relationships between adults and children throughout the school.
- Every adult acting as a positive role model.
- A robust Personal, Social and Health Education curriculum in which children are taught that behaviour has an effect upon those around them.
- Our rich and stimulating R.E curriculum.
- The work of the Pupil Parliament.
- The positive reward system developed to promote mutual respect.
- Our range of celebration assemblies when all pupils show respect for the efforts of others.
- Giving responsibility to pupils (team captains, playground buddies, peer mediators, etc.)
- Learning to cooperate with their peers on educational residential visits.

### **Tolerance of Those of Different Faiths and Beliefs**

Archbishop Cranmer are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.

Our central aim is the 'profound personal development of the child'. To prepare children for the future drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place'.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

We achieve this through:

- Our clear aims and values of the school which are understood by every member of the school curriculum.
- Our rich and varied PSHE and RE curriculums.
- The Modern Foreign Languages curriculum.
- Educational visits to places of religious worship and visitors into the school from all faiths and cultures.

- The school’s equal opportunities policy.
- Class and whole school assemblies.
- Festival study and celebration (Diwali, Harvest, Eid etc.)
- A bi-annual multi-cultural theme week when visitors from around the world are invited to come to school to work with the children.
- Work on prejudice-based bullying during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries (football world cup, the Olympics, etc.)
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

The below progression map shows how each of the fundamental British Values are taught progressively through our classes from Foundation to Year 6. This ensures that pupils build secure awareness of each of the British Values whilst learning about them in an age-appropriate manner, through engaging and memorable experiences.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Democracy</b>	<p>- Introduce the concept of making decisions together in class.</p> <p>- Practice taking turns and sharing toys or activities.</p> <p><b>Key Vocabulary:</b> <i>Vote, opinion, fair</i></p>	<p>- Conduct class votes on activities or choices.</p> <p>- Discuss the importance of respecting majority decisions.</p> <p><b>Key Vocabulary:</b> <i>Decision, vote, majority</i></p>	<p>- Develop more structured class voting systems.</p> <p>- Explore the roles of leaders and decision-makers in school and the community.</p> <p><b>Key Vocabulary:</b> <i>Vote, opinion, equality</i></p>	<p>- Learn about local government and elections, such as class or school council elections.</p> <p>- Discuss the importance of participating in decision-making processes.</p> <p><b>Key Vocabulary:</b> <i>Election, representation, debate</i></p>	<p>- Continue to engage in class or school council activities.</p> <p>- Discuss the roles of MPs and the concept of representation.</p> <p><b>Key Vocabulary:</b> <i>Citizenship, referendum, participation</i></p>	<p>- Deepen understanding of democracy and the electoral process.</p> <p>- Explore different forms of government and their features.</p> <p><b>Key Vocabulary:</b> <i>Parliament, representation, civil liberties</i></p>	<p>- Engage in mock elections and debates.</p> <p>- Discuss the history of democracy and its importance and understanding the injustice of current non-democratic systems of government.</p> <p><b>Key Vocabulary:</b> <i>Suffrage, civic engagement, accountability</i></p>
	<p><b>Skills:</b> Simple decision-making activities like voting for a class activity.</p>	<p><b>Skills:</b> Participating in class decisions.</p>	<p><b>Skills:</b> Voting on class decisions.</p>	<p><b>Skills:</b> Learning about basic democratic principles, such as voting and decision-making in the classroom.</p>	<p><b>Skills:</b> Learning about the roles of local and national governments, participating in mock elections or debates.</p>	<p><b>Skills:</b> Exploring how democracy works in the broader community, such as discussing local government and its roles.</p>	<p><b>Skills:</b> Debating and discussing important issues, participating in mock parliamentary sessions.</p>

	<p><b>Knowledge:</b> Introduction to the concept of making choices together.</p>	<p><b>Knowledge:</b> Learning about fairness in decision-making.</p>	<p><b>Knowledge:</b> Grasping majority and minority concepts.</p>	<p><b>Knowledge:</b> Introduction to the idea of making choices as a group and the concept that everyone's opinion matters. Understanding the importance of respecting different viewpoints in decision-making processes.</p>	<p><b>Knowledge:</b> Recognising the importance of participation in democratic processes.</p>	<p><b>Knowledge:</b> Developing a deeper understanding of democratic principles, including the importance of participation in local decision-making processes.</p>	<p><b>Knowledge:</b> Understanding historical events and figures related to British democracy and the significance of democracy in decision-making. Considering the injustice of current non-democratic systems of government. Refer to the history of King John and the Magna Carta.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Rule of Law</b></p>	<ul style="list-style-type: none"> <li>- Establish basic classroom rules and explain why they are necessary.</li> <li>- Teach students about the consequences of breaking simple rules.</li> </ul> <p><b>Key Vocabulary:</b> <i>Rules, consequences, fairness</i></p>	<ul style="list-style-type: none"> <li>- Explore school rules and explain why they exist.</li> <li>- Discuss consequences for breaking rules within the school context.</li> </ul> <p><b>Key Vocabulary:</b> <i>Law, fairness, consequence</i></p>	<ul style="list-style-type: none"> <li>- Extend understanding of school rules and their purpose.</li> <li>- Discuss laws and rules in society, emphasizing fairness and justice.</li> </ul> <p><b>Key Vocabulary:</b> <i>Laws, fairness, justice</i></p>	<ul style="list-style-type: none"> <li>- Study the legal system, its purpose, and its key principles.</li> <li>- Explore historical examples of laws and their consequences.</li> </ul> <p><b>Key Vocabulary:</b> <i>Legislation, authority, fairness</i></p>	<ul style="list-style-type: none"> <li>- Explore the broader legal system, including courts and justice.</li> <li>- Study historical events related to laws and justice.</li> </ul> <p><b>Key Vocabulary:</b> <i>Legality, accountability, justice</i></p>	<ul style="list-style-type: none"> <li>- Investigate laws in society and how they protect citizens.</li> <li>- Discuss the concept of justice and fairness in more complex situations.</li> </ul> <p><b>Key Vocabulary:</b> <i>Constitution, legislation, authority</i></p>	<ul style="list-style-type: none"> <li>- Study the UK's legal system and its institutions.</li> <li>- Explore international law and human rights.</li> </ul> <p><b>Key Vocabulary:</b> <i>Justice system, due process, legislation</i></p>

	<p><b>Skills:</b> Following basic classroom rules and cooperating with peers.</p>	<p><b>Skills:</b> Consistently following classroom and school rules.</p>	<p><b>Skills:</b> Learning and consistently following classroom rules, discussing their importance, and understanding consequences for breaking the rules.</p>	<p><b>Skills:</b> Continuing to follow and uphold classroom and school rules, discussing their role in maintaining a fair and safe environment.</p>	<p><b>Skills:</b> Discussing the concept that no one is above the law and analysing real-world legal cases.</p>	<p><b>Skills:</b> Deepening understanding of how laws are created and enforced in society. Participating in activities or discussions about the legal system.</p>	<p><b>Skills:</b> Deepening understanding of laws and their application, conducting mock trials.</p>
	<p><b>Knowledge:</b> Recognising that rules are important for fairness and safety and that everyone must follow them.</p>	<p><b>Knowledge:</b> Understanding that rules are in place to keep everyone safe and that adults also must follow them.</p>	<p><b>Knowledge:</b> Recognising that rules are essential for maintaining fairness, safety, and order in both the classroom and broader society. Understanding that rules apply to everyone, including adults, teachers, police for example.</p>	<p><b>Knowledge:</b> Building a deeper understanding of the concept that rules are crucial for ensuring fairness, safety, and order in society. Emphasising that rules apply universally, including to leaders and authorities, and that nobody is above the law.</p>	<p><b>Knowledge:</b> Deepening understanding that even powerful figures like the Prime Minister, police, judges, etc., must follow the law</p>	<p><b>Knowledge:</b> Recognising the importance of laws in maintaining a just and orderly society. Understanding the roles of various institutions in upholding and enforcing laws, such as the police, judiciary, and legislature. Emphasising that the rule of law means that laws apply equally to all individuals, regardless of their position or power</p>	<p><b>Knowledge:</b> Recognising the importance of adherence to the law in a just society, where nobody, including leaders and authorities, is above the law.</p>

<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>- Encourage students to express their thoughts, feelings, and preferences.</li> <li>- Promote the idea that everyone is unique and special.</li> </ul> <p><b>Key Vocabulary:</b> <i>Choice, freedom, rights</i></p>	<ul style="list-style-type: none"> <li>- Encourage students to make simple choices independently.</li> <li>- Teach them to express their opinions respectfully.</li> </ul> <p><b>Key Vocabulary:</b> <i>Choice, rights, responsibility</i></p>	<ul style="list-style-type: none"> <li>- Encourage independent thinking and responsible decision-making.</li> <li>- Discuss rights and responsibilities, e.g., the right to be safe and the responsibility to follow rules.</li> </ul> <p><b>Key Vocabulary:</b> <i>Freedom, rights, independence</i></p>	<ul style="list-style-type: none"> <li>- Foster critical thinking skills and encourage students to express their opinions respectfully.</li> <li>- Discuss freedom of speech and expression.</li> </ul> <p><b>Key Vocabulary:</b> <i>Autonomy, conscience, self-expression</i></p>	<ul style="list-style-type: none"> <li>- Encourage students to make choices that reflect their values.</li> <li>- Discuss the responsibilities that come with personal freedoms.</li> </ul> <p><b>Key Vocabulary:</b> <i>Rights, liberty, self-reliance</i></p>	<ul style="list-style-type: none"> <li>- Foster critical thinking and ethical decision-making.</li> <li>- Explore the balance between individual rights and societal needs.</li> </ul> <p><b>Key Vocabulary:</b> <i>Empowerment, self-determination, agency</i></p>	<ul style="list-style-type: none"> <li>- Encourage students to reflect on their values and beliefs.</li> <li>- Discuss the importance of freedom in a democratic society.</li> </ul> <p><b>Key Vocabulary:</b> <i>Autonomy, rights, independence</i></p>
	<p><b>Skills:</b> Expressing simple preferences and opinions.</p>	<p><b>Skills:</b> Expressing opinions respectfully and listening to others' viewpoints.</p>	<p><b>Skills:</b> Building on previous skills, students practice expressing opinions and choices,</p>	<p><b>Skills:</b> Developing the ability to express personal opinions and preferences understanding the importance of respecting others' viewpoints.</p>	<p><b>Skills:</b> Further developing the ability to express opinions and choices while engaging in respectful discussions and debates.</p>	<p><b>Skills:</b> Encouraging and practicing critical thinking, allowing students to explore their own values and beliefs, and respecting the values of others.</p>	<p><b>Skills:</b> Discussing the freedom to hold religious beliefs and change them without fear of persecution, exploring the principles of human rights.</p>

	<p><b>Knowledge:</b> Basic awareness of personal choices.</p>	<p><b>Knowledge:</b> Beginning to understand the freedom to express oneself, including religious beliefs.</p>	<p><b>Knowledge:</b> Recognising that people have the freedom to express themselves and make personal choices, while also understanding the need to consider the feelings of others.</p>	<p><b>Knowledge:</b> Understanding the freedom to express oneself, including religious beliefs, and respecting others' choices and perspectives.</p>	<p><b>Knowledge:</b> Building on the concept of individual liberty, emphasising that it involves not only personal freedom but also a responsibility to use that freedom in a respectful and considerate manner. Recognising that individual liberty is a fundamental aspect of a democratic society.</p>	<p><b>Knowledge:</b> Deepening the understanding of individual liberty as a cornerstone of democratic societies, emphasising the importance of freedom of thought, expression, and belief. Recognising that individual liberty includes the freedom to hold and change religious or philosophical beliefs without fear of persecution. Consider discussing Malala Yousafzai (Pakistani education activist)</p>	<p><b>Knowledge:</b> Understanding the significance of religious freedom as a fundamental human right and recognising the importance of safeguarding individual liberties for all. Consider discussing Suffrage movement.</p>
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<b>Mutual Respect and Tolerance</b>	<ul style="list-style-type: none"> <li>- Emphasise sharing and taking turns during playtime.</li> <li>- Introduce stories and activities that celebrate diversity and different cultures.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Kindness, listening, sharing</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>Different, acceptance, diversity</i></p>	<ul style="list-style-type: none"> <li>- Continue to promote sharing, empathy, and kindness.</li> <li>- Introduce basic concepts of different cultures and traditions.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Respect, politeness, empathy</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>Acceptance, diversity, equality</i></p>	<ul style="list-style-type: none"> <li>- Expand discussions on different family structures and lifestyles.</li> <li>- Explore stories, festivals, and traditions from various cultures in more depth.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Respect, politeness, considerate</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>Acceptance, diversity, inclusion</i></p>	<ul style="list-style-type: none"> <li>- Deepen discussions about discrimination, stereotypes, and prejudice.</li> <li>- Explore different world religions, customs, and cultures in more detail.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Courtesy, empathy, appreciation</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>acceptance, inclusivity, harmony</i></p>	<ul style="list-style-type: none"> <li>- Explore issues related to diversity, inclusion, and equality.</li> <li>- Encourage respectful discussions about sensitive topics.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Civility, liberty, self-reliance</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>Understanding, equity, open-mindedness</i></p>	<ul style="list-style-type: none"> <li>- Discuss global issues related to tolerance, human rights, and conflict.</li> <li>- Promote empathy and understanding towards diverse viewpoints.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Respect, consideration, courtesy</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>Inclusivity, pluralism</i></p>	<ul style="list-style-type: none"> <li>- Explore contemporary issues related to diversity, migration, and tolerance.</li> <li>- Encourage critical thinking and respectful debate on complex societal topics.</li> </ul> <p><b>Mutual Respect Key Vocabulary:</b> <i>Empathy, tactfulness</i></p> <p><b>Tolerance Key Vocabulary:</b> <i>Interconnectedness, admiration, reverence</i></p>
	<p><b>Skills:</b> Basic sharing, turn-taking, and greeting others politely.</p>	<p><b>Skills:</b> Treating others kindly, showing empathy, and resolving conflicts peacefully.</p>	<p><b>Skills:</b> Discussing different cultures, traditions, and religions, and showing acceptance and respect.</p>	<p><b>Skills:</b> Continuing to practice kindness, empathy, and conflict resolution skills within the classroom and school community.</p>	<p><b>Skills:</b> Further developing the ability to respect and appreciate diversity by engaging in activities that explore different cultures, traditions, and perspectives.</p>	<p><b>Skills:</b> Exploring cultural celebrations and traditions, engaging in discussions about cultural diversity.</p>	<p><b>Skills:</b> Engaging in projects or activities that promote tolerance, empathy, and understanding among students from different backgrounds.</p>

	<p><b>Knowledge:</b> Understanding that people have different names and backgrounds.</p>	<p><b>Knowledge:</b> Recognising and appreciating differences among classmates.</p>	<p><b>Knowledge:</b> Growing appreciation for diversity and the importance of respecting others' beliefs.</p>	<p><b>Knowledge:</b> Building on the understanding of differences among classmates and exploring the concept of diversity in a broader context, including cultural, religious, and social diversity. Learning about different cultures and traditions, with an emphasis on respect for all.</p>	<p><b>Knowledge:</b> Continuing to deepen the understanding of diversity, tolerance, and the importance of respecting others' backgrounds and beliefs. Encouraging an atmosphere of inclusivity and acceptance within the school community.</p>	<p><b>Knowledge:</b> Deepening awareness and respect for cultural diversity and the importance of cultural heritage. Discuss Rosa Parks and how she has shaped society today.</p>	<p><b>Knowledge:</b> Emphasising the significance of mutual respect and tolerance in the context of social harmony and inclusivity. Encouraging students to be active agents in creating an inclusive and tolerant school environment, while respecting the rights and dignity of all individuals.</p>
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