

British Values at St Barnabas

Tolerance of Different Cultures and Religions

- Learning about all different faiths and cultures
- Listening to other's viewpoints and their perspective
- Learning about diversity

We accept each other's differences.

Rule of Law

- Understanding rules and why they're important
- Following our St Barnabas expectations
- History and curriculum connections
- Behaviour policy with consequences for our actions

We respect and understand rules in our school and community.

Democracy

- Making class-wide and school-wide decisions together
- Value Champion votes
- History and curriculum connections
- Understanding that lessons can be influenced by participation.

Our opinions matter in our school.

Mutual Respect

- We treat others as we wish to be treated
- We respect each other and can work together
- Everyone is entitled to a voice and we will listen.

We look after each other and our school.

Individual liberty

- Children's and human's rights
- Understanding freedom of thought and actions, with recognition and understanding of responsibility.

We are free to make our own choices.



Our **St Barnabas** values are also connected to British Values –
Courage – connects to *Individual Liberty*, as children learn to have the confidence to express themselves, make choices and stand up for what is right.

Compassion – links with *Mutual Respect* and *Tolerance*, as children show care and understanding towards others, regardless of differences.

Hope – reflects *Democracy* and *Rule of Law*, as children believe they can help shape a fairer future and trust in systems that protect everyone.

Respect – underpins all *British Values*, encouraging positive relationships, celebrating diversity and valuing each person's rights.



Progression in British values: Democracy

Nursey and Reception	Year 1 and 2	Year 3 and 4	Year 5	Year 6
How do we all live together?/ We all have a voice/ Making it fair • 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.	How do we all live together?/ We all have a voice/ Making it fair • I can express and justify my opinion. • I can ask and answer questions to help me form an opinion. • I can listen to others and understand their point of view. • I can work as a team. • I can start to understand the terms democracy and why it is important. • I can take part in a fair vote.	Democracy for all • I can start to understand the terms democracy and why it is important. • I can write a short speech about my attributes to lead a democracy. • 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 and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion.	Democracy for all • I know what democracy is and why it is important. • I can write and deliver a short speech about ideas to improve life. • I can take part in a fair vote. • 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.	Democracy for all • I know what democracy is, why it is important and why it matters. • I can write and deliver a short about ideas to improve life, taking into account others views. • I can take part in a fair vote. • 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 democracy has changed over time.



Progression in British values: Rule of Law

Nursey and Reception	Year 1 and 2	Year 3 and 4	Year 5	Year 6
How do we all live together? Living together and getting along • 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.	How do we all live together? Living together and getting along • 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.	Games without rules • I can follow and value rules. • I can explore and make rules, learning their value and purpose. • I can think thoughtfully about why rules are needed, 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.	Rules and laws • I can explain what Rule of Law is. • I can think about why we have the 'Rule of Law'. • I can explore different rules, learning their value and purpose. • I can say if there has been an injustice. • I understand that living under the rule of law protects individuals.	Rules and laws • I can explain what Rule of Law is. • I can think about why we have the 'Rule of Law'. • 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.



Progression in British values: Individual Liberty

Nursey and Reception	Year 1 and 2	Year 3 and 4	Year 5	Year 6
How do I feel?/ Only one you - 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.	Plan to be good/ Encouraging Difference/Free to be me / Express Yourself - I know what freedom is. - I am aware if my own needs, views and feelings. - I can use encouragement when respecting everyone's differences. - 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.	Plan to be good/ Encouraging Difference/Free to be me / Express Yourself - I know what freedom is. - I am aware if my own needs, views and feelings. - I can use encouragement when respecting everyone's differences. - 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 celebrate the uniqueness of each individual and the power of being different. - I understand ways to help others to be free to be themselves.	Individual liberty/ Supporting other peoples' liberty/ Staying free and avoiding peer pressure/ exploring Human Rights/ Exploring my individual liberties and my values - I can explore the right to live in freedom and individual liberty. - I can explore the idea that we need to allow other people to have 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.	Individual liberty/ Supporting other peoples' liberty/ Staying free and avoiding peer pressure/ exploring Human Rights/ Exploring my individual liberties and my values - I can explore the right to live in freedom and individual liberty. - I can explore ways I can support other people's right to live in freedom and individual liberty. - I understand that individual liberty has to be within the rules. - I can explore the UN Children's Rights. - 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 and can use my skills to implement change.



Progression in British values: Tolerance and mutual respect

Nursey and Reception	Year 1 and 2	Year 3 and 4	Year 5	Year 6
Everyone is special • 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.	Everyone is special • I know what mutual respect is. • I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • I know that people have things in common but everyone is unique. • I can identify and respect the similarities and differences between people. • I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays.	Welcoming new people /We are Britain • I know what diversity is. • I can describe how to welcome people and practice being welcoming. • I can think about what different people in Britain are like. • 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.	Explore the meaning of equality • To understand how all people are equal and different. • I know what prejudicial or discriminatory behaviour is. • I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.	Explore the meaning of Equality • I know what tolerance is and why it is important. • To understand how all people are equal and different. • I can challenge prejudicial or discriminatory behavior. • I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.