

Cultural Capital and Key Drivers Progression Grid (British Values)

Strands	By end of FS	By end of Year 2	By end of Year 4	By end of Year 6
Knowledge and understanding about becoming informed citizens within our community	Communication and Language: - Listens attentively outside the classroom environment e.g. visitors, assembly - Contributes to whole class discussions expressing their views/feelings Personal, Social, Emotional Development: - Is happy and calm most of the time and can self regulate when required. - Shows care and concern for others - Returns to a task until they have achieved it	Begin to show understanding of simple concepts, for example right and wrong, fairness and rules Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. Talk about and consider topics and issues, including moral and social dilemmas with others To know what the community around us is in the local sense To understand that we belong to many different communities, school, family, local, British, religious	Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice Show understanding of values, for example honesty, tolerance, respect and concern for others. To understand the rules for being a good British citizen and member of a community To know what a 'good reputation' is and to participate in community events	Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness. To understand how that impacts as a community Demonstrate a broad knowledge and understanding of the topics and issues they have explored Understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways. Demonstrate understanding of key citizenship concepts, for example rights and responsibilities, democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, sustainable development and so on, and values, for example honesty, tolerance, respect and concern for others To understand what issues are emerging in the local community, wider community and UK

Skills of enquiry and communication and understanding possibilities	• Listens to what the teacher says, responds appropriately even when engaged in an activity. • Can follow instructions involving several ideas and actions • Perseveres with a challenge until it is achieved • Can talk about our rules and why we have rules	Respond to simple questions and explain their own views and ideas in pairs and to the class Listen to the views of others. Take part in simple discussions and debates on topical issues that affect themselves and others. Understand that people may have different views on issues and use imagination to understand other people's experiences.	Talk and write about their opinions explaining their views Ask and respond to questions and listen to the view of others To be able to debate points from either side of an argument To create a project and make a profit within enterprise week	Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions Listen to and consider the views and experiences of others and can express views that are not necessarily their own. Through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including ICT and the media. Through group and class discussion and debate, present and develop ideas and views Know about profit and loss and be able to plan, run and evaluate their enterprise week project
Skills of participation and responsible action through developing self-awareness	• Changes clothes for different weathers and look after belongings • Can manage hygiene needs independently • Talks about how to stay healthy and safe • Plays cooperatively with peers, listening and responding to ideas • A warm response is evident towards peers and familiar adults Understanding the world: • Recognise similarities and differences between life in this country and life in other countries • Recognise some environments are	Make real choices and know how to ask for help. Take part in class and school activities, demonstrating they can play and work cooperatively Know strategies to take turns and share responsibility Be aware of what actions saying hurtful things or being unkind can have To understand the range of emotions they may have	Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices Meet and talk with different adults from the community, for example nurse, police officer, councillor Begin to recognise that their actions affect themselves and others around them.	Take part in group and decision-making activities, demonstrating responsibility in their attitudes to themselves and others Reflect on their participation in citizenship activities. Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation Communicate their findings and experiences with others and make suggestions for improvements or changes Understand their impact on others because of their actions

	different to the one I live • Describes immediate environment. • Knows some similarities and difference between different religious and cultural communities in this country. • Explain some similarities and difference between life in this country and life in other countries.			
--	---	--	--	--