

# 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Knowledge and understanding about becoming informed citizens within our community | <p>ELGs:</p> <p><u>Physical Development:</u></p> <ol style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li> <li>They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</li> </ol> <p><u>Making relationships:</u></p> <ol style="list-style-type: none"> <li>Children play co-operatively, taking turns with others.</li> <li>They take account of one another's ideas about</li> </ol> | <p>Begin to show understanding of simple concepts, for example right and wrong, fairness and rules</p> <p>Begin to show understanding of values, for example honesty, tolerance, respect and concern for others.</p> <p>Talk about and consider topics and issues, including moral and social dilemmas with others</p> <p>To know what the community around us is in the local sense</p> <p>To understand that we belong to many different communities, school, family, local, British, religious</p> | <p>Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice</p> <p>Show understanding of values, for example honesty, tolerance, respect and concern for others.</p> <p>To understand the rules for being a good British citizen and member of a community</p> <p>To know what a 'good reputation' is and to participate in community events</p> | <p>Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness. To understand how that impacts as a community</p> <p>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.</p> <p>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</p> <p>To understand what issues are emerging in the local community, wider community and UK</p> |

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| <p>Skills of enquiry and communication and understanding possibilities</p>              | <p>how to organise their activity.</p> <p>3. They show sensitivity to others' needs and feelings.</p> <p>4. They form positive relationships with adults and other children.</p> <p><u>Managing Feelings and Behaviour:</u></p> <p>1. Children talk about how they and others show feelings.</p> <p>2. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> | <p>Respond to simple questions and explain their own views and ideas in pairs and to the class</p> <p>Listen to the views of others.</p> <p>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.</p> | <p>Talk and write about their opinions explaining their views</p> <p>Ask and respond to questions and listen to the view of others</p> <p>To be able to debate points from either side of an argument</p> <p>To create a project and make a profit within enterprise week</p>                                                                                 | <p>Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions</p> <p>Listen to and consider the views and experiences of others and can express views that are not necessarily their own.</p> <p>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</p> <p>Know about profit and loss and be able to plan, run and evaluate their enterprise week project</p> |
| <p>Skills of participation and responsible action through developing self-awareness</p> | <p>3. They work as part of a group or class and understand and follow the rules.</p> <p>4. They adjust their behaviour to different situations.</p> <p>5. They take changes of routine in their stride.</p> <p>6. To understand that they can achieve what they want and to do their best</p> <p>7. To understand that everyone is good at something</p>                                                                          | <p>Make real choices and know how to ask for help.</p> <p>Take part in class and school activities, demonstrating they can play and work cooperatively</p> <p>Know strategies to take turns and share responsibility</p> <p>Be aware of what actions saying hurtful things or being unkind can have</p> <p>To understand the range of emotions they may have</p>        | <p>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices</p> <p>Meet and talk with different adults from the community, for example nurse, police officer, councillor</p> <p>Begin to recognise that their actions affect themselves and others around them.</p> | <p>Take part in group and decision-making activities, demonstrating responsibility in their attitudes to themselves and others</p> <p>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</p> <p>Communicate their findings and experiences with others and make suggestions for improvements or changes</p> <p>Understand their impact on others because of their actions</p>                                                                                        |