	Becoming an Active Citizen (British Values)
EYFS	Becoming an Active Citizen (British Values)
	I can listen attentively in a range of situations.
	I can give my attention to what others say and respond appropriately.
	I can listen and responds to ideas expressed by others in conversation or discussion.
	I can express myself effectively, showing awareness of listeners' needs
	I can confidently speak in a familiar group.
	 I know the importance of good manners (please/ thank you/ taking turns/ sharing/ saying sorry)
	I know where I live (Skipton) and some of the things that make it special
	I can talk about my school and what makes it special
	• I know that the environment and living things are influenced by human activity (Recycling: Which things can we recycle? What do we do with them?)
	I can describe some actions which people in my own community do that help to maintain the area they live in.
	I play a full part in the life of my classroom.
	I understand and follow the rules in a game.
	I understand and follow the rules in my classroom, on the playground and around school
	I work hard to earn house points.
	 I can make simple choices by voting for the things I want (eg, show of hands for which book to read)

	Becoming an Active Citizen (British Values)
Y1	 Complete a Fair Trade Project I can express a simple opinion, agreement and disagreement I can respectfully ask questions and listen to the answers I play a full part in the life of my classroom I understand and follow the rules for my group, classroom and school. I work hard to earn house points. I understand the role of the school council I know about Fair Trade and what it means

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	Becoming an Active Citizen (British Values)
Y2	How can Water Street help improve the environment?
12	 -I understand why we need rules. -I can follow the rules for my group, classroom and school -I know the school values CREATE -I work hard to earn house points and can explain what I got them for. -I can take part in discussions/simple debate with others about topical issues -I can contribute positively to the life of the class and the school -I am starting to understand the difference between needs and wants -I understand the role of the school council and I am able to vote for the members -I know that I belong to different groups and communities ie school, family -I know what improves and harms the environment and I know some ways to look after my environment -I know about Fair Trade and what it means -I can recognise and challenge stereotypes (everybody is different)

	Becoming an Active Citizen (British Values)
Y3	Choose a school / local issue. Make a change!
	 -I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council -I can participate in making and changing rules -I know why different rules are needed in different situations -I know the school values CREATE and can start to suggest ideas for how we can achieve them. -I work hard to earn house points and can explain what I got them for. -I know that choices we make can impact on the local, national and global communities -I know where to find impartial advice to inform my decision making -I understand the media can be biased -I understand how my choices may impact on the environment -I can describe the values of the school and know why they are important -I know about Fair Trade and what it means -I can contribute positively to the life of the class by undertaking monitor jobs.

	Becoming an Active Citizen (British Values)
Y4	What is discrimination?
	I know what democracy is
	I can acknowledge that others have different points of view both on and offline
	• -I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices
	and viewpoints
	I can contribute positively to the life of the class by undertaking monitor jobs.
	• -I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and
	changing rules in school
	I know the school values CREATE and can suggest ideas for how we can achieve them.
	• -I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and
	communities, such as travellers, migrants and asylum seekers
	• -I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and
	racism
	 -I can describe the 'British Values' and give examples of what they mean in school and in society

-I can demonstrate respect and tolerance both on and offline towards people different from themselves

-I know about Fair Trade and what it means

-I can recognise and challenge stereotypes (Gender)

-I can empathise with other people and situations through topical issues, problems and local and global events

Y5	What does it mean to be British?
	-I understand and demonstrate the school values CREATE
	-I know what democracy is and how a democratic government works
	-I understand how democracy works in the UK at a local, regional and national scale
	-I understand that there are other forms of government that are not democratic and can give some examples of these
	-I have taken part in democratic events in school (eg: voting for school council, mock election)
	-I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment
	• -I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation
	-I can contribute positively to the life of the school by becoming a valued member of the playground squad.
	-I know how to access local and national support groups both on and offline
	-I know that circumstances in other countries and cultures may be
	different from our own
	-I understand why some people have chosen to leave their country and migrate to the UK
	-I understand the difference between economic migrant, asylum seeker and refugee
	-I know about Fair Trade and what it means
	• -I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning
	decisions for new roads/housing, etc)
	I understand that choices we make as individuals, a community and a nation impact internationally
	-I can recognise and challenge stereotypes
	-I know where to find impartial advice to inform my decision making and understand about media bias
	-I can express my views confidently and listen to and show respect for the views of others
	-I can talk and write about my opinions confidently and listen to and show respect for the opinions of others
	-I can resolve differences, looking at alternatives, making decisions and explaining choices
	I understand what it means to be British
1	

(British Values)

Becoming an Active Citizen

	Becoming an Active Citizen (British Values)
Y6	The Human Rights Act. The Rights of the Child
	I can contribute positively to the life of the school by undertaking monitor jobs around school, becoming a house captain and a EYFS buddy.
	 I understand the consequences of breaking the law and how the criminal justice system works in the UK
	I understand and demonstrate the school values CREATE and can help to plan and lead assemblies and contribute to displays that demonstrate how
	these are achieved.
	 I understand what being part of a community means and I can take part more fully in school and community activities
	- I understand the mental health benefits of community participation and volunteering
	I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment
	• -I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights
	of the Child
	I am aware of how the media present information and that the media can be both a positive and negative influence
	-I can critique how the media present information
	I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.
	I can research, discuss and debate topical issues, problems and events
	-I know about Fair Trade and what it means
	-I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances
	I can describe the 'British Values' and give examples of what they mean in school and in society

I understand there is a difference between religious laws and the law of the land
 -I can recognise and challenge stereotypes (Racism/ Disability/ hidden disability)

	Complete a Fair Trade	How can Water Street help	w can Water Street help		What does it mean to be	_ The Human Rights
	Project	improve the environment?	issue. Make a change!	discrimination?	British?	Act. The Rights of the
						Child
	Y1	Y2	Y3	Y4	Y5	Y6
	-I can express a simple	-I can take part in		-I can acknowledge	-l can express my views	-I can discuss
	opinion, agreement and	discussions/simple debate		that others have	confidently and listen to	controversial issues in a
	disagreement	with others about topical		different points of	and show respect for the	sensitive manner, such
	-I can respectfully ask	issues		view both on and	views of others	as terrorism, migration
	questions and listen to			offline	-I can talk and write about	and racism.
	the answers			-I understand that to	my opinions confidently	-I can research, discuss
ţe				resolve differences I	and listen to and show	and debate topical
Debate				need to respect	respect for the opinions of	issues, problems and
۵				other people's point	others	events
				of view and respect	-I can resolve differences,	
				their decisions but	looking at alternatives,	
				be able to explain	making decisions and	
				my choices and	explaining choices	
				viewpoints		



	-I understand and follow	-I understand why we need	-I can participate in	-I know why and	-I understand and	-I understand and
	the rules for my group,	rules.	making and changing	how rules and laws	demonstrate the school	demonstrate the school
	classroom and school	-I can follow the rules for	rules	are made and	values CREATE.	values CREATE and can
	-I work hard to earn	my group, classroom and	-I know why different	enforced, why		help to plan and lead
	house points.	school	rules are needed in	different rules are		assemblies and
		-I know the school values	different situations	needed in different		contribute to displays
		CREATE	-I know the school values	situations and how		that demonstrate how
		-I work hard to earn house	CREATE and can start to	to take part in		these are achieved.
		points and can explain	suggest ideas for how we	making and changing		- I understand there is a
		what I got them for.	can achieve them.	rules in school		difference between
			-I work hard to earn	-I know the school		religious laws and the
:			house points and can	values CREATE and		law of the land
8	R		explain what I got them	can suggest ideas for		
١ '	n		for.	how we can achieve		-I understand the
			-I can describe the values	them.		consequences of
			of the school and know			breaking the law and
			why they are important			how the criminal
			-I can describe the 'British			justice system works in
			Values' and give			the UK
			examples of what they			
			mean in school and in			
			society			

Ary School

	1	1	1	11	The best of			
	-I understand the role of	-I understand the role of	-I understand the role of	-I know what	-I know what democracy is			
	the school council	the school council and I am	the school council, am	democracy is	and how a democratic	-I can describe the		
		able to vote for the	able to vote for the	-I can describe the	government works	'British Values' and give		
		members	members and have	'British Values' and	-I have taken part in	examples of what they		
			contributed an idea to	give examples of	democratic events in	mean in school and in		
			the school council	what they mean in	school (eg: voting for	society		
				school and in society	school council, mock			
De				-I understand what it	election)			
₽				means to be British	-I understand how			
Cr					democracy works in the UK			
Democracy					at a local, regional and			
					national scale			
					-I understand that there			
					are other forms of			
					government that are not			
					democratic and can give			
					some examples of these			
					Some examples of these			
			-I know where to find		-I know where to find	-I am aware of how the		
			impartial advice to inform		impartial advice to inform	media present		
			my decision making		my decision making and	information and that		
			-I understand the media		understand about media	the media can be both		
			can be biased		bias	a positive and negative		
			can be blased		Dias	influence		
						-I can critique how the		
						media present		
						information		

	-I play a full part in the	-I can contribute positively	-I can contribute	I can contribute	-I know that individual and	-I understand that
	life of my classroom	to the life of the class and	positively to the life of	positively to the life	community rights and	everyone has human
		the school	the class by undertaking	of the class by	responsibilities need to be	rights and that children
			monitor jobs.	undertaking monitor	taken into account when	have their own special
		-I am starting to		jobs.	making decisions (eg:	rights set out in the
		understand the difference			public enquiries, planning	United Nations
		between needs and wants			decisions for new	Declarations of the
₽.					roads/housing, etc)	Rights of the Child
Rights					-I understand that choices	-I can contribute
					we make as individuals, a	positively to the life of
and					community and a nation	the school by
Re					impact internationally	undertaking monitor
spo					-I understand that	jobs around school,
nsi					resources can be allocated	becoming a house
Responsibilitie					in different ways and that	captain and a EYFS
tie					economic choices affect	buddy.
S					individuals, communities	
					and the environment	
					I can contribute positively	
					to the life of the school by	
					becoming a valued	
					member of the playground	
					squad.	

Any School

	I know about Fair Trade	Lknow what improves and	Lundarstand have re-	-I know that choices we	-I know about Fair	Lam baginning to
		-I know what improves and	-I understand how my			-I am beginning to
	and what it means	harms the environment	choices may impact on	make can impact on the	Trade and what it	understand that
		and I know some ways to	the environment	local, national and	means	'poverty' might have
		look after my environment	-I know about Fair Trade	global communities-I can	-I know how to access	different meanings
			and what it means	empathise with other	local and national	to different people
		I know about Fair Trade		people and situations	support groups both	in different
		and what it means		through topical issues,	on and offline	circumstances
				problems and local and		
		-I know that I belong to		global events		-I can demonstrate a
		different groups and		-I know about Fair Trade		sense of social
		communities ie school,		and what it means		justice and moral
I ₹		family				responsibility at
le /						school, in the
ĕ						community and
The wider world / community						towards the
N N	4					environment
급						-I know about Fair
/ c						Trade and what it
9						means
\(\bar{\bar{\bar{\bar{\bar{\bar{\bar{						-I understand what
<u>\$</u>						being part of a
₹						community means
						and I can take part
						more fully in school
						and community
						activities
						- I understand the
						mental health
						benefits of
						community
						participation and
						volunteering
			Mks.			
			~ / / /			

	-I can recognise and	-I can recognise	-I know that	-I can recognise and
	challenge stereotypes	aggressive and anti-social	circumstances in other	challenge
		behaviours both on and	countries and cultures	stereotypes
		offline such as bullying	may be	
		and discrimination and	different from our own	
		their effects on	-I understand why	
		individuals and	some people have	
		communities, such as	chosen to leave their	
Tolerance		travellers, migrants and	country and migrate	
		asylum seekers	to the UK	
		-I can begin to respond to,	-I understand the	
anc		or challenge, negative	difference between	
		behaviours both on and	economic migrant,	
and		offline such as	asylum seeker and	
Re		stereotyping,	refugee	
Respect		homophobia, transphobia	-I appreciate the range	
Ç		and biphobia and racism	of national, regional,	
		-I can demonstrate	religious and ethnic	
		respect and tolerance	identities in the United	
		both on and offline	Kingdom and the	
		towards people different	benefits of being a	
		from themselves	multi-cultural nation	
		-I can recognise and		
		challenge stereotypes		

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