

**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)

Primary School

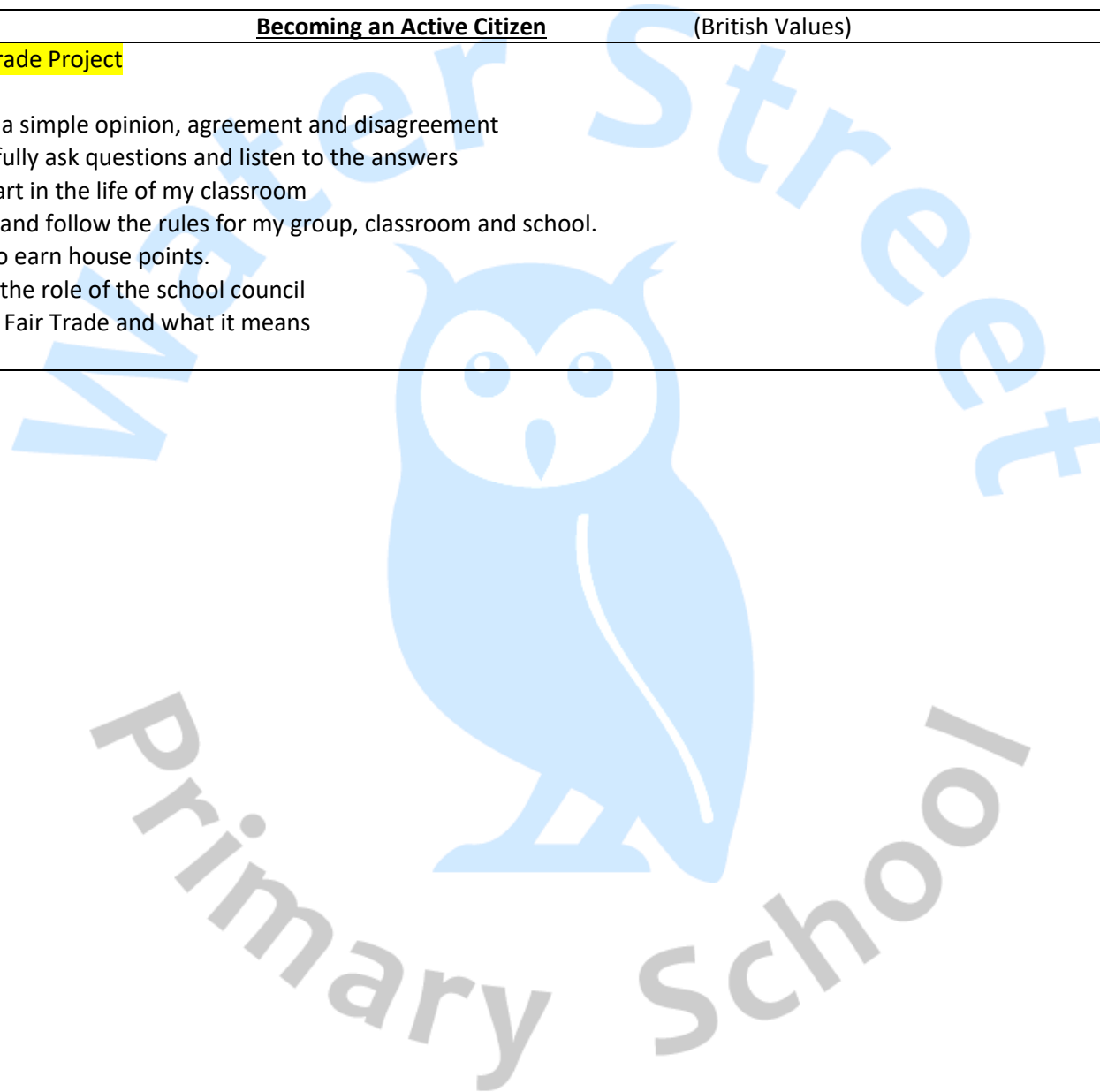
**Becoming an Active Citizen**

(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



Y2

How can Water Street help improve the environment?

- -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.

Primary School

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 can empathise with other people and situations through topical issues, problems and local and global events
- -I know about Fair Trade and what it means
- *-I can recognise and challenge stereotypes (Gender)*

Becoming an Active Citizen

(British Values)

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

**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 Project	How can Water Street help improve the environment?	Choose a school / local issue. Make a change!	What is discrimination?	What does it mean to be British?	The Human Rights Act. The Rights of the Child
	Y1	Y2	Y3	Y4	Y5	Y6
Debate	<ul style="list-style-type: none"> <li>-I can express a simple opinion, agreement and disagreement</li> <li>-I can respectfully ask questions and listen to the answers</li> </ul>	<ul style="list-style-type: none"> <li>-I can take part in discussions/simple debate with others about topical issues</li> </ul>		<ul style="list-style-type: none"> <li>-I can acknowledge that others have different points of view both on and offline</li> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-I can express my views confidently and listen to and show respect for the views of others</li> <li>-I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</li> <li>-I can resolve differences, looking at alternatives, making decisions and explaining choices</li> </ul>	<ul style="list-style-type: none"> <li>-I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</li> <li>-I can research, discuss and debate topical issues, problems and events</li> </ul>

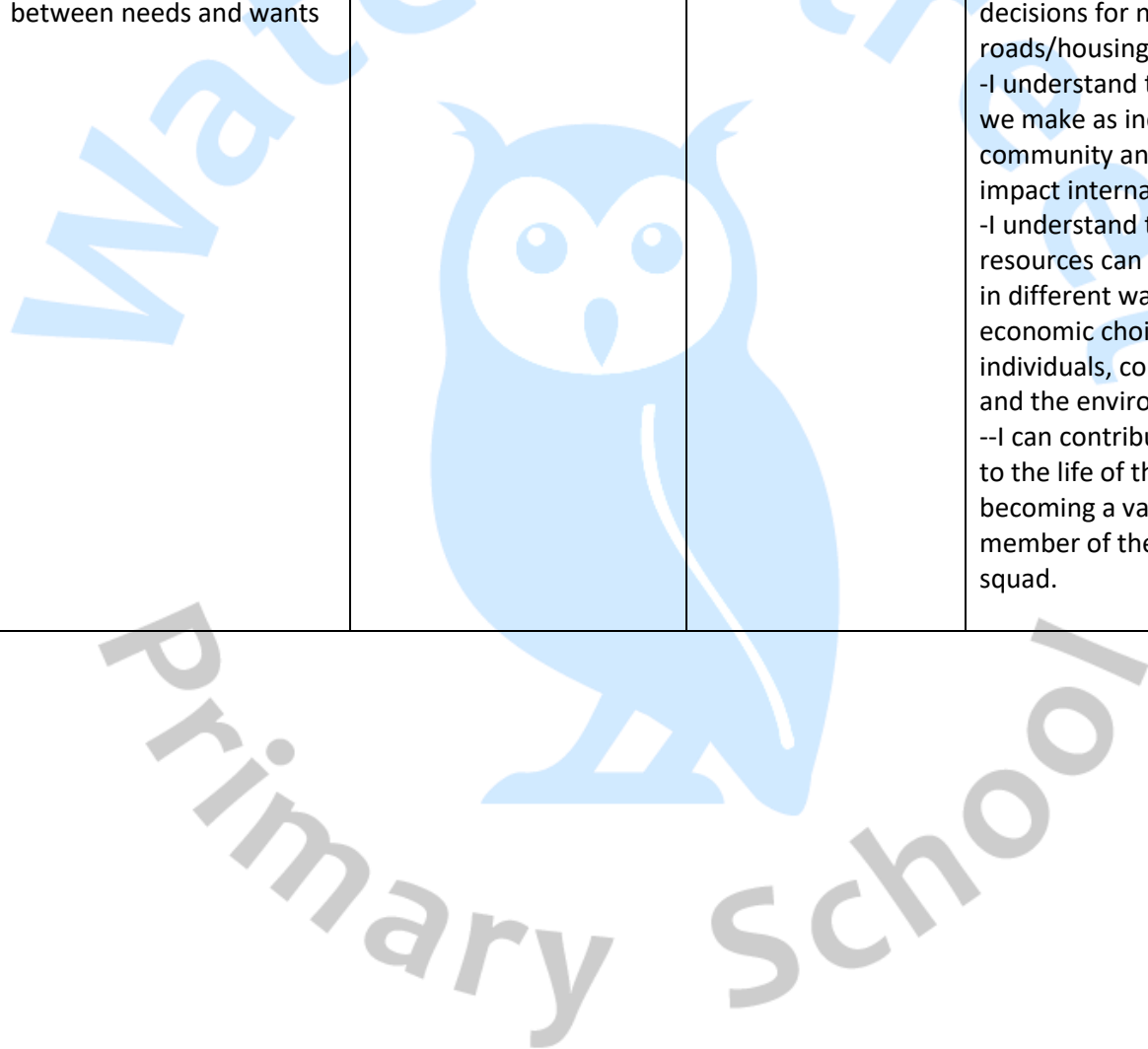
Primary School



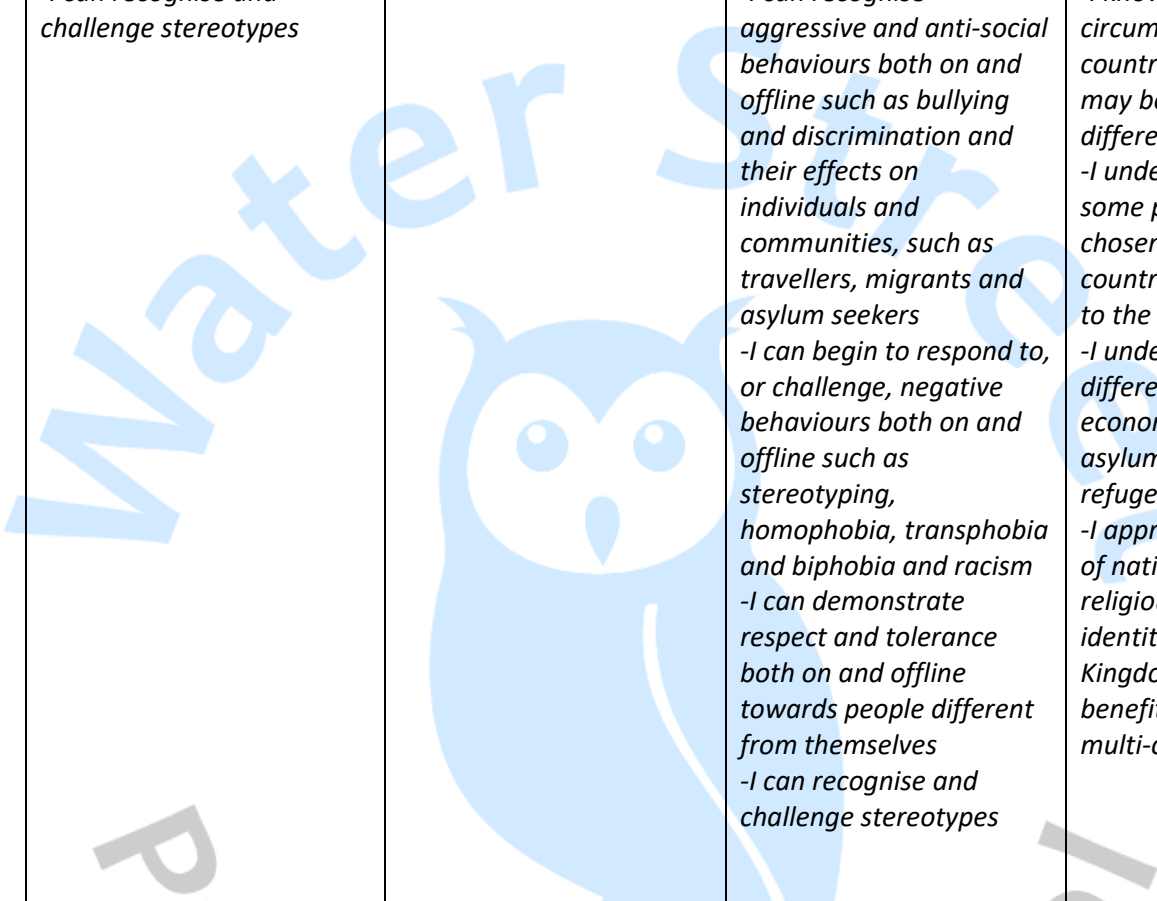
Rules	<p>-I understand and follow the rules for my group, classroom and school</p> <p>-I work hard to earn house points.</p>	<p>-I understand why we need rules.</p> <p>-I can follow the rules for my group, classroom and school</p> <p>-I know the school values CREATE</p> <p>-I work hard to earn house points and can explain what I got them for.</p>	<p>-I can participate in making and changing rules</p> <p>-I know why different rules are needed in different situations</p> <p>-I know the school values CREATE and can start to suggest ideas for how we can achieve them.</p> <p>-I work hard to earn house points and can explain what I got them for.</p> <p>-I can describe the values of the school and know why they are important</p> <p>-I can describe the 'British Values' and give examples of what they mean in school and in society</p>	<p>-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</p> <p>-I know the school values CREATE and can suggest ideas for how we can achieve them.</p>	<p>-I understand and demonstrate the school values CREATE.</p>	<p>-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.</p> <p>- I understand there is a difference between religious laws and the law of the land</p> <p>-I understand the consequences of breaking the law and how the criminal justice system works in the UK</p>
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Democracy	-I understand the role of the school council	-I understand the role of the school council and I am able to vote for the members	-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 know what democracy is -I can describe the 'British Values' and give examples of what they mean in school and in society -I understand what it means to be British	-I know what democracy is and how a democratic government works -I have taken part in democratic events in school (eg: voting for school council, mock election) -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 can describe the 'British Values' and give examples of what they mean in school and in society
			-I know where to find impartial advice to inform my decision making -I understand the media can be biased	-I know where to find impartial advice to inform my decision making and understand about media bias		-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

Rights and Responsibilities	<p>-I play a full part in the life of my classroom</p>	<p>-I can contribute positively to the life of the class and the school</p> <p>-I am starting to understand the difference between needs and wants</p>	<p>-I can contribute positively to the life of the class by undertaking monitor jobs.</p>	<p>--I can contribute positively to the life of the class by undertaking monitor jobs.</p>	<p>-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)</p> <p>-I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>-I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>--I can contribute positively to the life of the school by becoming a valued member of the playground squad.</p>	<p>-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</p> <p>-I can contribute positively to the life of the school by undertaking monitor jobs around school, becoming a house captain and a EYFS buddy.</p>
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<p>The wider world / community</p>	<p>I know about Fair Trade and what it means</p>	<p>-I know what improves and harms the environment and I know some ways to look after my environment</p> <p>I know about Fair Trade and what it means</p> <p>-I know that I belong to different groups and communities ie school, family</p>	<p>-I understand how my choices may impact on the environment</p> <p>-I know about Fair Trade and what it means</p>	<p>-I know that choices we make can impact on the local, national and global communities-I can empathise with other people and situations through topical issues, problems and local and global events</p> <p>-I know about Fair Trade and what it means</p>	<p>-I know about Fair Trade and what it means</p> <p>-I know how to access local and national support groups both on and offline</p>	<p>-I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>-I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>-I know about Fair Trade and what it means</p> <p>-I understand what being part of a community means and I can take part more fully in school and community activities</p> <p>- I understand the mental health benefits of community participation and volunteering</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tolerance and Respect</p>		<p><i>-I can recognise and challenge stereotypes</i></p>		<p><i>-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>  <i>-I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism</i>  <i>-I can demonstrate respect and tolerance both on and offline towards people different from themselves</i>  <i>-I can recognise and challenge stereotypes</i></p>	<p><i>-I know that circumstances in other countries and cultures may be different from our own</i>  <i>-I understand why some people have chosen to leave their country and migrate to the UK</i>  <i>-I understand the difference between economic migrant, asylum seeker and refugee</i>  <i>-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></p>	<p><i>-I can recognise and challenge stereotypes</i></p>
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Water Street



Primary School