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**British Values Policy**

Date adopted: 9th June 2025

Signed by Chair of Governors: David Baldwin

Signed by Headteacher: Kathryn Thompson

Date of review: June 2027

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**Statement of intent**

Percy Main Primary understands the importance of supporting pupils to develop the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

This policy sets out the framework in which the school will ensure that it actively promotes the fundamental British values of:

* Democracy.
* The rule of law.
* Individual liberty.
* Mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught throughout the curriculum; however, the school recognises the importance of integrating the teaching of these values throughout all aspects of pupils’ educational life, including through:

* Assemblies.
* Extra-curricular activities.
* Wider opportunities, e.g. educational visits and work experience.
* Literature available at the school.
* The promotion of spiritual, moral, social and cultural (SMSC) understanding.

## Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

* Equality Act 2010
* Counter-Terrorism and Security Act 2015
* Ofsted (2024) ‘Schools inspection handbook’
* DfE (2014) ‘Promoting fundamental British values as part of SMSC in schools’

This policy operates in conjunction with the following school policies:

* Relational Policy
* Child Protection and Safeguarding Policy
* Equality, Equity, Diversity and Inclusion Policy
* Disciplinary Policy and Procedure
* Prevent Duty Policy

## Roles and responsibilities

The governing board is responsible for:

* The overall implementation of this policy.
* Ensuring that the British values are upheld throughout the school.
* Holding leaders to account for their performance regarding British values.

The headteacher is responsible for:

* Ensuring that all staff are aware of the requirement to uphold British values through the methods outlined in this policy.
* Ensure that the appropriate procedures are in place to carry out these methods. Disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.

Staff are responsible for:

* Modelling behaviour that respects and adheres to the fundamental British values.
* Ensuring that pupils feel as though their views count and supporting them to develop positive self-esteem.
* Implementing and enforcing this policy and other policies and procedures that reinforce the British values, e.g. the Relational Policy.

Teaching staff are responsible for:

* Ensuring that their lessons are inclusive of, and sensitive to, the fundamental British values.
* Ensuring that teaching methods are designed to bolster pupils’ self-esteem and that all pupils are given the opportunity to speak and offer their views.
* Ensuring that lessons discuss, pull examples from and are respectful of a diverse array of cultures.

Pupils are responsible for:

* Treating each other and staff with respect, in line with the school’s Relational Policy.

## Aims and objectives

Through our policy and procedures, we aim to ensure that our pupils have:

* An understanding of how citizens can influence decision-making through the democratic process.
* An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
* An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.
* An understanding that the freedom to hold other faiths and beliefs is protected in law.
* An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
* An understanding of the importance of identifying and combatting discrimination.

## Democracy

Pupils will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK.

Staff will ensure that pupils feel as though their views and opinions matter, and will be given opportunities to talk about their feelings, e.g. through pastoral support, and the RSHE and PSHE curriculums.

Pupils will also have numerous opportunities to have their views about the school and their education heard, including through:

* Pupil questionnaires.
* Pupil Leadership groups.
* Pupil votes
* Pupil panels
* Class discussions
* Circle time

Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

## The rule of law

The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. Pupils will be taught these values and the reasons behind laws that are essential for their wellbeing and safety. The school will organise visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

Pupils will also be taught to understand the importance of their own behaviour, the impact that their behaviour has on others, and the consequences of their behaviour, through the implementation and enforcement of the school Relational Policy.

All pupils will be involved in the creation of school rules to inspire them with this understanding. Pupils will be allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

## Individual liberty

A safe and supportive environment will be fostered throughout the school, where pupils are actively encouraged to make choices, e.g. regarding their extra-curricular opportunities. Pupils will always have the freedom to base their choices on their interests.

Pupils will be taught about their rights, personal freedoms and personal autonomy, and are encouraged and advised on how to exercise these safely, for instance through teaching on online safety, RSHE and PSHE.

## Mutual respect and tolerance of those of different faiths and beliefs

The school will ensure that respect for all individuals, regardless of their protected characteristics and/or backgrounds, is promoted throughout the school. Pupils will be taught about the importance of diversity in British society, and will learn about different cultures, beliefs and backgrounds throughout the curriculum and extra-curricular activities.

Staff members will ensure that they always treat everyone, with respect, and will ensure that pupils learn to treat each other and all members of staff with respect as well.

This is reinforced through the school’s Relational Policy which will sanction disrespectful behaviour and reinforce positive and respectful behaviour.

The school acknowledges that tolerance is achieved through pupils’ knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.

Throughout the year, assemblies will be held focussing on bullying, with reference to prejudice-based bullying, and discussion with pupils will be encouraged.

The school will encourage pupils of all faiths and religions to share their knowledge and experiences with their peers, as freely as they feel comfortable to, to enhance their learning.

## Challenging views that go against British values

The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.

The school does not tolerate discriminatory and prejudicial behaviour, and any pupils displaying this behaviour will be disciplined in line with the Relatioanl Policy.

Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school’s Prevent Duty Policy.

## Staff training

Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

Staff will be offered the opportunity for further training on upholding the values in this policy.

## Monitoring and review

This policy is reviewed every two years by the headteacher and the governing board.

The next scheduled review date for this policy is June 2027.

**Appendix One**

**Personal Development: Guidance around ‘Promoting fundamental British Values through SMSC’ at Percy Main Primary School**

**Introduction**

At Percy Main Primary School we recognise that Spiritual, Moral, Social and Cultural education begins with our obligations under the 2002 Education Act; the 1989 Children Act and 2010 Equality Act to promote equality and safeguard the welfare of children. Furthermore, we also recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 ‘Prevent Strategy’ and the 2014 DfE consultation.

The curriculum provided by Percy Main Primary School extends beyond the academic, technical and vocational. We support pupils to develop in many diverse aspects of life. At Percy Main Primary School we cover the following areas and this document explores them further:

1. Personal Development

2. Spiritual, Moral, Social and Cultural Education

3. Fundamental British Values

4. Relationships Education

**AIMS OF THE GUIDANCE:**

· To develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

· To ensure that everyone at Percy Main Primary School is aware of our values.

· To ensure a consistent approach to SMSC issues, including British Values.

· To ensure that a pupil’s education is within a meaningful context and appropriate to their age, aptitude and background.

· To ensure that pupils know what is expected of them.

· To give each child a range of opportunities.

· To enable each child to develop an understanding of their own identity.

· To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.

· To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

**PERSONAL DEVELOPMENT**

Within Percy Main Primary School the following areas are covered:

· A balanced PSHE (Life Skills) curriculum is covered, incorporating circle time to discuss and explore class specific issues/concerns/behaviours.

· Assemblies cover a wide range of topics, key issues, key people from history who have had major influences on life today and which covers a cross section of societies (similarities and differences).

· Key events are explored e.g. Mental Health Awareness Week etc.

· Percy Main Primary School has seven certified Mental Health First Aiders (MHFA).

· Percy Main Primary has five licensed Thrive Practitioners.

· The core rules are embedded in everyday life: Being Ready, Respectful and Safe.

· The new school values are being implemented: Respect, Community, Courageous, Kindness, Resilience and Ambition

· Show wisdom by trying to learn from our mistakes.

· Take responsibility for your actions and accept the consequences.

· Demonstrate courage when meeting new challenges face on, whatever the situation.

· Promote healthy eating, healthy minds and healthy lifestyles throughout the school.

· Provide an inclusive and supportive environment which offers a broad and balanced curriculum, not just academic.

· Differentiation is planned by all staff to ensure that all pupils can access work and achieve in order to build self-confidence and self-esteem.

· Promoting a nurturing environment where everyone feels comfortable and able to share their worries, concerns in a safe environment. Forest School gives the children life skills and another opportunity to be successful, which is not academic.

· Safeguarding is at the heart of everything we do.

· Relevant transitions planned and carried out – Pre-School to EYFS, EYFS to KS1, KS1 to KS2 and KS2 to KS3.

· E-safety: embracing technology and its safe use at all times. When issues arise, knowing who to go to or how to flag concerns.

· Well-being for all - pupils, parents and staff. Happy staff, happy pupils and happy families, means a happy school and popular school.

· Well-being and work/life balance is continuously evaluated without compromising quality of provision.

· Recognising a variety of ever changing jobs/careers (appreciating that these are changing due to technological advances etc.) that a child may want to do later on in life.

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) VALUES:**

Percy Main Primary School aims to promote pupils’ Spiritual, Moral, Social and Cultural development and prepare all pupils for opportunities, responsibilities and expectations in life.

Pupils’ **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Pupils’ **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.

Pupils’ **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

Pupils’ **cultural development** involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ way of doing things and curiosity about differences.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

**English** makes a major contribution to pupils’ SMSC development through:

· Developing confidence and expertise in language, which is an important aspect of individual and social identity.

· Enabling pupils to understand and engage with the feelings and values embodied in high quality texts, which include authors with different ethnicity and backgrounds - poetry, fiction, non-fiction, drama, film and television.

· Developing pupils’ awareness or moral and social issues in fiction, journalism, magazines, radio, television and film.

· Helping pupils to engage in emotional literacy through differing genres.

**Mathematics** can provide a contribution to pupils’ SMSC by:

· Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

· Providing opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems.

· Encouraging children to explain concepts to each other and support each other in their learning thus developing social aspects through creative thinking, discussion and presenting ideas.

**Science** provides opportunities for pupils’ SMSC development through examples such as:

· Encouraging pupils to reflect on the wonder of the natural world.

· Awareness of the ways that science and technology can affect society and the environment.

· Consideration of the moral dilemmas that can result in scientific developments.

· Showing respect for differing opinions.

· Raising awareness that scientific developments are the product of many different cultures.

**Computing** can contribute to SMSC development by:

· Making clear the guidelines about the ethical use of the internet and other forms of communications technology.

· Understanding how technology can be used in a good way as well as how it can be abused by some.

· Understanding how technology can be used safely and what to do if you are worried about using technology or something happens to you.

· Acknowledging advances in technology and appreciation for human achievement.

**History** makes a contribution to SMSC by:

· Looking at how history shapes a country/nation.

· Enabling pupils to reflect on issues such as slavery and change over time periods.

· Showing an awareness of the moral implications of the actions of historical figures.

**Geography** contributes to SMSC where:

· Opportunities for reflection on the creation, earth’s origins, future and diversity are given.

· Reflection on the fair distribution of the earth’s resources.

· Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

· Opportunities for reflection on how our actions affect the planet and how we can implement change to protect the planet for future generations.

**Languages** contributes to SMSC through:

· Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.

· Pupils’ social skills are developed through communication exercises.

· Listening skills are improved though oral/aural work.

**Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC:

· Learn about beliefs, values and the concept of spirituality.

· Reflect on the significance of religious teaching in their own lives.

· Develop respect for the right of others to hold beliefs different from their own.

· Show an understanding of the influence of religion on society.

· Appreciation and understanding of different cultures, religions and traditions.

**Art** may contribute to SMSC by:

· Giving pupils the chance to reflect on nature, their environment and surroundings.

· Studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues, i.e. war and violence.

**Physical Education** may contribute to SMSC by:

· Awareness of where games originated and when it first started.

· Understanding of how games have developed and the rules associated with them.

· Competing against teams or each other during sport activities, including matches, sports day etc.

**Music** may contribute to SMSC by:

· Exploring where particular instruments, genres and/or composers originated from.

**Personal, Social and Health Education (including Relationships Education)** may contribute by:

· Understanding of right and wrong within our choices and how this can affect us, others, local community and global community.

**PROMOTING FUNDAMENTAL BRITISH VALUES AS PART OF THE SMSC GUIDANCE**

At Percy Main Primary School, the four key principles are embedded within the SMSC provision and may be demonstrated by these examples:

1. **Respect for the Rule of Law:**

· Start of new academic year – reminder of rules including discussion guidelines. Rewards and consequences. This helps the pupils to become good citizens later on in life.

· Assemblies around key concepts – emergency services: police, fire, ambulance; road safety; health and safety. Inviting speakers in to talk to the pupils.

· During P.E lessons, introducing or reminding the pupils of rules, the importance of them and the fact the referee’s decision is final and should be respected.

· Science ensures experiments are fair and why this is important.

· Internet Safety: understanding that apps, social platforms etc. have age restrictions and that these restrictions are in place to keep pupils safe. Respecting technology and software – not abusing it or using it in a negative way.

· Computing: coding rules help to make something work within a given set of parameters.

· Visits from people involved in upholding the law e.g. Police, PCSOs, etc

2. **Individual Liberty:**

· Freedom to take part in organised activities during the school day or after school.

· E-safety: the right to feel safe when using technology, including how to flag up issues concerns.

· Within the curriculum, opportunities to learn about other cultures, faiths and beliefs and compare and contrast them to others and our own.

· Ensuring pupils understand equality and that people have the right to express themselves without prejudice.

· Explore opinions – own and others. Understanding the importance of listening to other people’s point of view even if you disagree.

· Empowering pupils to challenge stereotypes and bullying. Behaviour Champions present around the school.

· Promoting healthy living and lifestyles, both mentally and physically.

· Celebrating talents and interests through the Friday celebration assembly.

3. **Democracy:**

· Pupil elections for leadership positions in school.

· The Relational Policy ensures a restorative justice task – this is used to sort out problems between pupils – discussing suitable solutions that fit all parties.

· Pupil, Staff and Parent voice opportunities are planned and feedback to appropriate stakeholders.

· Debate key events and coming to a decision within a democratic way.

1. **Mutual Respect for and Tolerance of those with different faiths and beliefs, and for those without faith:**

· Debates around key/topical events.

· Working with / Listening to others – group and/or paired work/reading and talk partners.

· Restorative justice facilitated through the school relational policy.

· Showing respect within activities e.g. sports day, fixtures and events. Being good winners/losers – good team players. Respecting the opposing team. Treating others as you want to be treated.

· Supporting the community – visits to residential homes, supporting courses and local charities – food donations/fundraising events.

· R.E. curriculum covers different faiths and beliefs (compares and contrasts).

· Educational visits

**Relationships Education**

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the DFE made Relationships Education compulsory in all primary schools in England.

A scheme of work has been created following guidance from the PSHE Association ensuring the full coverage of Relationships Education throughout the school and making sure the statutory requirements are met.

By no means is this guidance exhaustive of the areas covered at Percy Main Primary School, but it does outline the concepts and shows the coverage of Personal Development, Spiritual, Moral, Social and Cultural Education, Fundamental British Values and Relationships Education.