



## Fundamental British Values Policy September 2025

### Introduction:

This policy takes into account the non-statutory advice from the DfE which states that; 'maintained schools have obligations under section 78 of the Education Act 2002 which requires schools, as a part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school'. It also recognises the non-statutory advice on British Values from the DfE (2014) which states that schools must now promote British values, the Prevent Strategy and the Teachers Standards and the Equality Act 2010 for Schools. The 2014 Primary National Curriculum states that: 'every state-funded school must offer a curriculum which is balanced and broadly based, and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' (*enter school*) actively promotes the Fundamental British values of;

- Democracy: respect for democracy and support for participation in the democratic process.
- The Rule of Law: respect for the basis on which the law is made and applies in England.
- Individual Liberty: support and respect for the liberties of all within the law.
- Tolerance: of those with different faiths and beliefs and for those without faith.
- Mutual Respect: treating other people with dignity and recognising their value.

### Aims:

This is achieved through the effective Personal, Social, Health and Economic education (PSHE) and Social, Moral, Spiritual and Cultural (SMSC) development of our pupils as part of a broad and balanced curriculum, through links with both the local community and the wider world.

In promoting our children's PSHE and SMSC we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our student's age and ability. We will enable our children to understand that while different people may hold different views about what is 'right and wrong', all people living in Britain are subject to its law.

The ethos and teaching at High Spen will support the rule of British civil and criminal law. Many of the British Values such as; School Council being elected by their peers (democracy), extra-curricular activities and encouragement to participate in debate (individual liberty). Rule of Law and mutual respect as well as faith assemblies and specific focused lessons (tolerance) are wholly embedded values in our.

We promote British Values by utilising cross curricular links through subjects such as art, topic, English, RE and more. Our scheme of work highlights opportunities to promote Fundamental British Values so that it becomes increasingly embedded and is not seen as a 'stand-alone' subject even though aspects of it can be taught as such. They form part of our regular assemblies and sit alongside our 'Steps to Success'.

Through promoting Fundamental British Values, we aim to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and to respect the civil and criminal law of Britain.

- Encourage children to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of their school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Encourage further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### **Teaching and Learning Style:**

At High Spen we use a range of teaching and learning styles. We encourage the children to take part in a range of activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as assemblies, or involvement in an activity in or out of school to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. British Values are also covered in the Early Years Foundation Stage setting as many of their Early Learning Goals address the requirements of the curriculum.

### **Roles and Responsibilities:**

Promoting Fundamental British Values and raising the achievements of all pupils is the responsibility of the whole school community.

#### **Governors:**

The governing body review the policy bi-annually and monitor its impact.

#### **Head teacher:**

Is responsible for the implementation of the policy and liaising with the governing body, parents and other appropriate agencies.

#### **Parents:**

The school recognises that the parents are key figures in helping their children develop a sense of worth through British Values. Parents are encouraged to support the school's views and have access to this policy.

#### **Pupils:**

Pupils will contribute to the development of the activities which promote and deepen understanding of British Values. They are taught to treat each other with respect and tolerance.

**All Staff:**

British values are a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them.

**Links to other policies:**

This Fundamental British Values Policy should be read in conjunction with other school policies such as:

- PSHRE
- Safeguarding
- Race Equality, Religious Education
- SEND
- RSE
- Drugs
- Anti-Bullying.

**Date of Review: September 2027 (2 yearly)**