



British Values Policy

Written by: Stour Federation and Margaret Pollard

Date: January 2025

Ratified by Governors: February 2025

Review: Spring 2028



'Live life in all its fullness' (John 10:10)

Believe. Grow. Achieve.

1. INTRODUCTION

- 1.1 The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”
- 1.2 The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Kineton CE Primary School these values are reinforced regularly and in the following ways: -

2. DEMOCRACY

- 2.1 Democracy is embedded. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Parliament and regular questionnaires, where they are able to put forward their views about their school.
- 2.2 The elections of our School Parliament members and House Captains are based on pupil votes, reflecting our British electoral system and demonstrating democracy in action.
- 2.3 A visit to the Houses of Parliament is part of our enrichment and entitlement arrangements.

3. THE RULE OF LAW

- 3.1 The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. and are embedded in school life. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.
- 3.2 Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

4. INDIVIDUAL LIBERTY

- 4.1 Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely; examples of this can be clearly seen in our PSHE and Protective Behaviours lessons.
- 4.2 Whether it is through choice of activity; of how they record; of participation in our numerous school clubs; our pupils are given the freedom to make choices.

5. MUTUAL RESPECT

5.1 Respect is one of our school values and 'Be Respectful' is one of our school rules. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The school value of respect underpins our work every day, both in and out of the classroom.

6. TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

6.1 South Warwickshire is an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this.

6.2 Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and each school. Beliefs, traditions and customs will be studied to enable our pupils to gain an enhanced understanding of their place in a culturally diverse society.

6.3 In our school we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

7. THE PREVENT STRATEGY 2011

7.1 Actively promoting the values means:-

- Challenging opinions or behaviours in school that are contrary to fundamental British values.
- Challenging attempts to promote systems that undermine fundamental British values would be completely at odds with school's duty to provide SMSC.

7.2 The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

8. SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION

8.1 Through our provision of SMSC, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society -the lives of those living and working in the locality of the school and to society more widely;

- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of 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.

9. KNOWLEDGE AND UNDERSTANDING

9.1 The understanding and knowledge expected of pupils as a result of schools promoting fundamental British values include: -

- 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 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 choose and hold other faiths and beliefs is protected in law;
- An acceptance that other 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.
- It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but also it is unacceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Policy implemented: January 2025 Review date: January 2028