



Alsager Highfields Primary School

Mighty oaks from small acorns grow

British Values Policy

Prepared by Mrs M Dyde

July 2025

Chair of Governing Board: Mr Alan Stancliffe

Signature:

Alan Stancliffe
9/7/25

Date:

Date to be reviewed: to be reviewed in light of operating experience, changes to personnel or changes to legislation.

1. Aims

At Alsager Highfields Primary School, we are passionate about preparing children to become responsible, respectful, and active citizens – locally, nationally, and globally. As our ethos states, 'Nurture, Believe and Achieve' we aim to ensure that every child can embrace the values that will help them succeed as members of a diverse and inclusive society. We aim to nurture our children on their journey through school, so they grow into safe, caring, democratic, responsible, and accepting adults who can make a positive contribution and difference to modern Britain. This policy outlines how we promote the Fundamental British Values, as defined by the Department for Education.

2. Introduction

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated. As of September 2014, the DfE:

'...requires all schools to promote the historical and current values that underpin the national identity known as being British.'

Within this, all schools are required to ensure that their curriculum actively promotes these fundamental British values. At Alsager Highfields Primary School, we celebrate children's religions, faiths, and cultures, as well as those from around the world. Alongside this, we support all our children in learning about and deepening their understanding of British values, culture and systems.

3. What are British values?

Fundamental British values are defined by the DfE as:

- 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.
- Mutual respect and tolerance: Support for equality of opportunity for all and respect
- Tolerance of different faiths and beliefs.

These values are woven through our curriculum, Healthy Bodies and Healthy Minds, through our school culture and everyday experiences, giving the children not only the knowledge but also the skills and attitudes they need to thrive in modern Britain.

4. How we promote British Values.

As a school, we use a cross-curricular approach to promote British Values through our Healthy Bodies, Healthy Minds approach, which is embedded in our curriculum. We value and celebrate being part of Britain, meaning that we celebrate traditions and customs in the course of the school year; for example, we plan assemblies and lessons, particularly in PSHE

and RE, to teach children about values, to respect similarities and differences, to tackle stereotypes and to understand why some people discriminate against others.

DEMOCRACY:

Democracy is embedded in school, children are 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. We encourage children to take ownership of not only their school but also of their learning and progress. This encourages a sense of both personal and social responsibility and is demonstrated daily by our children. The democratically elected School Council provides a platform for class representatives to raise issues and make suggestions on how to improve the school. We also regularly gather **Pupil Voice** through surveys and feedback, giving children a say in how the school is run and encouraging them to be active participants in their learning and community.

Parent/carers' opinions are welcomed through methods such as questionnaires and feedback at parents' evenings.

RULE OF LAW:

Our children understand the importance of rules in keeping everyone safe and happy. We teach them the reasons behind our school's rules, the role of laws in society, and the consequences of their choices. The importance of the rules is consistently reinforced throughout the school day, including our approach to behaviour and through focused school assemblies.

The school has a structured behaviour policy, Good to be Green, as well as individual pupil bespoke behaviour plans which all stakeholders understand and follow. Children are encouraged to use 'Please Stop I Don't Like It' phrase at any time they are unhappy with the direction of play, or the treatment they are receiving from others. Throughout the year, we welcome visits from members of the wider community and from public institutions such as the Police, PCSOs, and the Fire Service to help reinforce the importance of the Rule of Law for our children. This teaches them to understand that the law protects us and is essential for our well-being and safety.

INDIVIDUAL LIBERTY:

Our children have the opportunity to and are encouraged to make individual choices and express opinions that develop their character and self-belief. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive, and ordered learning environment. We discuss and actively challenge stereotypes and implement a strong anti-bullying culture.

Children have key roles and responsibilities in school, e.g., class elected council members, playground buddies, librarians, locker checkers, and those who look after ICT equipment etc. Children are encouraged to know, understand, and exercise their rights and personal freedoms and are advised on how to exercise safety both in the real and digital world, for example, through our E-Safety lessons, or online safety through Project Evolve, or in the

Safeguarding Council. Children are given the freedom to make choices of what lunchtime activity they would like to participate in; choose their lunch options or participate in extracurricular clubs and opportunities within and around school, etc. We implement and actively promote a strong anti-bullying culture, which is supported within our PSHE curriculum and the school's anti-bullying policy. This includes our approach of **STOP** and **No Outsiders**. All this takes place within a safe and supportive environment.

MUTUAL RESPECT:

Children are encouraged to respect themselves and to respect individual differences. We help our children to acquire an understanding of, and respect for, their own and other cultures and ways of life. We expect children to treat everyone they meet with kindness, fairness and consideration. All children, adults and visitors are expected to behave respectfully, and we will challenge anybody who displays prejudicial or discriminatory behaviour.

TOLERANCE OF DIFFERENT FAITHS AND BELIEFS:

We give our children the opportunity to visit places of worship and welcome visitors who can widen our children's horizons even further. Our Religious Education (RE) curriculum provides a broad and balanced education on a range of faiths, religions and cultures as a holistic approach.

BRITISH VALUES

Intent – Relevance to our children, what is taught?

Fundamental British values are a set of social attitudes thought to maintain social cohesion and equality. A lot of what we do every day develops so-called British values. These values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect
- Tolerance.

Children learn about being part of Britain from different perspectives in a whole school cross cross-curricular way.

- To learn the rules of the school, recognise the responsibilities that are involved and the consequences when rules are broken.
- Be responsible for their own learning, demonstrating resilience and determination.
- Contributing to school life and the wider community.

Implementation – Trips, resources, experiences, sequencing of the curriculum and pedagogy. Our curriculum enables our children to:

- Become good citizens and demonstrate an appreciation for each other, the school community and the world.
- Be respectful and accepting to those from different faiths and backgrounds.
- Understand and follow rules at school, giving children choices and in discussing social issues.

Impact – Skills, pathways, lifelong learning, why is this important?

- To prepare children for life in modern Britain and promote the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Children will recognise they have a voice.
- To allow children to experience and have the opportunity to learn how to argue and defend points of view in a safe environment and to aid their responses and opportunities, responsibilities, and experiences in their later adult life
- Children will be aided in developing their self-knowledge, self-esteem, and self-confidence
- Children will learn to distinguish between right and wrong and to respect the civil and criminal law in England, therefore becoming respectful members of society

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind, and appropriate actions will be taken accordingly. All staff are fully trained in prevention. Our overriding aim is to teach children to be resilient to such attitudes. This involves children being taught how to ask questions and make judgements for themselves about what is right and wrong.