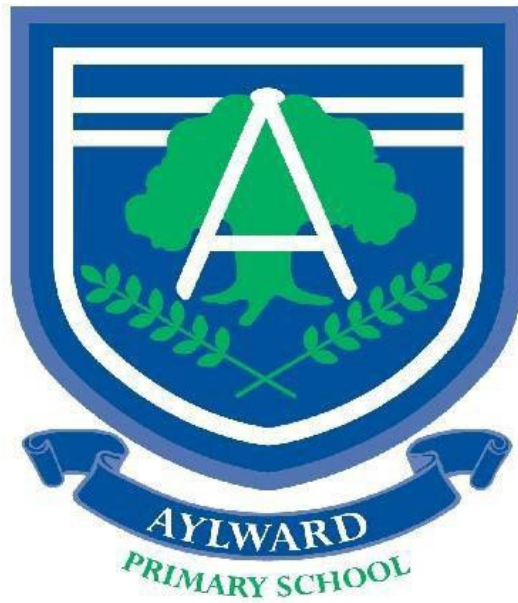




AYLWARD PRIMARY SCHOOL

BRITISH VALUES

GB Committee Responsible:	Quality and Standards
Reviewed by:	Nicole Levy
Review Date:	27 th February 2026
Approved by Committee:	30 th April 2026
Next Review Date:	January 2028

Legal Framework

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

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Ofsted (2018) 'School Inspection handbook'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- Disciplinary Procedure

Roles and Responsibilities

The governing body is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the school.

The head teacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

The head teacher is responsible for disciplining staff who do not uphold British values, in line with the Disciplinary Procedure.

The Coordinator is responsible for updating the School Website to reflect what the school is doing to promote British Values as well as plan events throughout the school year to promote each of the British Values.

Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.

Statement on British Values

Aylward Primary School is required under section 78 of the Education Act 2002 to promote the spiritual, moral, mental and physical development of pupils. As of November 2014, schools also need to promote fundamental British values as part of the school curriculum.

Aylward is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the UK. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Aylward is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

Pupils are expected to display knowledge of the fundamental aspects of British values. The government has outlined their expectations, stating that pupils should:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages to living under the rule of law and how law is essential for a safe society.
- See that there is a separation of power and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not be discriminated against.
- Value the importance of identifying and combatting extremism.

The school promotes a wide range of activities within the National Curriculum and beyond to secure such outcomes for children. The list below outlines samples of when and where such British Values are shared. The list is not exhaustive, and represents only some of what we do.

Democracy

The school promotes democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of authority and influence.

Through the election of Pupil Parliament members (MPs) to represent each class, children have many opportunities for their voices to be heard. The Pupil Parliament meets regularly to discuss issues raised in class. The Pupil Parliament is able to genuinely effect change within the school. The parliament members for each year group are voted in by their class at the beginning of the academic year

Promotion of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.

Curriculum links include units of work to develop pupils' understanding of living in a democratic society, for example in the Year 4 English unit, which focuses upon the text Christophe's Story.

The Rule of Law

The school has high expectations of pupil conduct and this is reflected in our Behaviour Policy. Our Learning Competences promote positive behaviours such as being Courteous and Caring, Resilient and Determination. These positive behaviours are the guiding principles that underpin our school's policy. Children learn what it means to be valued as a member of a community, the importance of making valuable contributions by showing mutual respect and understanding the impact of their behaviour on others. Positive behaviours are promoted to maximise learning opportunities including play. There is recognition of making positive contributions through rewards; fund raising as well as clear consequences for any disrespect or misconduct.

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. 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. Visits from authorities such as the Police and Fire Service help reinforce this message.

A significant part of our PSHE curriculum, across the school, focuses upon importance of adopting just rules.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through E-safety and PSHE lessons, as well as school assemblies.

They develop the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These include the understanding and use of money, effective writing and reading skills, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live. Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

Pupils are encouraged to make choices based on their interests by joining art, music and sport clubs.

Mutual Respect and Tolerance of those of Different Faiths and Religions

Whole school assemblies and classroom PSHE/ RE lessons promote the values expressed. As a 'community school', 'collective worship' is non- denominational and recognizes that those attending may have a wide range of faiths, or none. It is however, in line with regulation and is "wholly or mainly of a broadly Christian character".

Our value of respect for all ensures tolerance of those who have different faiths and beliefs. This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school, such as staff members, members of the religious community leading school assemblies on their faith or visits to places of worship. Planning for the subject is directed by the 'Standing Advisory Council on Religious Education (SACRE) – Agreed Syllabus for Religious Education'.