Gisburn Road Primary School

Promoting Fundamental British Values Policy

DATE AGREED: OCTOBER 2026

REVIEW DATE: OCTOBER 2029

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1. Aims and Purpose

At Gisburn Road Community Primary School, our vision is **"Where Family and Learning Unite."** We aim to create a welcoming, inclusive community in which every pupil feels safe, valued and able to achieve their potential.

Our school values of **Respect, Kindness, Perseverance, Honesty and Appreciation** underpin our expectations for how we learn, behave and interact with others.

We recognise our responsibility to actively promote 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 promoted through our curriculum, collective worship, relationships, behaviour expectations and wider school life. They support pupils' spiritual, moral, social and cultural development (SMSC) and help prepare them to become responsible, respectful and active citizens.

We value the diverse backgrounds, experiences and beliefs of our pupils and families. We encourage children to develop an understanding of the world around them, respect differences and recognise their responsibilities towards others.

2. Democracy

We believe that every pupil should have opportunities to express their views, listen to others and understand how decisions are made.

We promote democracy through:

- Our School Council, with representatives elected by their peers.

- Opportunities for pupils to share their opinions and contribute to decisions affecting school life.
- Class discussions, debates and collaborative activities in which pupils learn to listen, explain their views and consider different perspectives.
- Curriculum learning about democracy, elections, Parliament and how citizens can influence decision-making.
- Encouraging pupils to recognise that everyone has a voice and that decisions should be made fairly.

Through these experiences, pupils develop an understanding of democratic processes, the importance of participation and the need to respect the views of others, even when they differ from their own.

3. The Rule of Law

We help pupils understand that laws and rules exist to protect people, maintain order and support the safety and wellbeing of society.

We promote the rule of law through:

- Clear and consistent school expectations, supported by our behaviour policy.
- Discussions about right and wrong, fairness, responsibility and the consequences of actions.
- Teaching about the purpose of laws and the importance of respecting civil and criminal law.
- Age-appropriate learning about the roles of public services, including the police and other emergency services.
- Opportunities to consider how rules protect individuals and communities and why they should apply fairly to everyone.

Pupils are encouraged to take responsibility for their behaviour, understand the impact of their choices and recognise the importance of treating others fairly.

4. Individual Liberty

We aim to develop confident, independent pupils who understand their rights and responsibilities and can make informed, safe choices.

We promote individual liberty through:

- Providing age-appropriate opportunities for pupils to make choices in their learning and wider school experiences.
- Encouraging independence, self-confidence and responsibility.
- Teaching pupils about personal safety, online safety, privacy, personal boundaries and how to seek help when needed.
- Helping pupils understand that they have the right to express their views respectfully and to hold their own beliefs.
- Supporting pupils to recognise and respect the rights, freedoms and choices of others.

We provide a safe and supportive environment in which pupils can develop independence while understanding that individual freedom must be exercised responsibly and with respect for others.

5. Mutual Respect

Mutual respect is central to our school ethos and is reflected in our core values, particularly Respect and Kindness.

We promote mutual respect through:

- Modelling positive relationships between pupils, staff, families and visitors.
- Establishing clear expectations for respectful behaviour, language and communication.
- Using assemblies, class discussions and curriculum learning to explore friendship, empathy, cooperation and the importance of valuing others.
- Encouraging pupils to appreciate different strengths, experiences, opinions and perspectives.
- Teaching pupils to recognise and challenge unkindness, bullying, prejudice and discriminatory behaviour.
- Promoting inclusion so that pupils with different needs, backgrounds and abilities can participate in school life and feel that they belong.

We expect everyone in our school community to treat others with dignity and consideration. Differences of opinion are acknowledged, but behaviour that undermines the safety, dignity or rights of others is challenged appropriately.

6. Tolerance of those with different faiths and beliefs

We want our pupils to develop curiosity about the world and an understanding of the diverse society in which they live.

We promote respect and tolerance through:

- Religious Education, which enables pupils to learn about different religions, beliefs and worldviews.
- Collective worship and assemblies that explore shared values, celebrations, beliefs and experiences.
- Curriculum opportunities to learn about different cultures, traditions and communities in Britain and the wider world.
- Encouraging pupils to ask thoughtful questions, listen respectfully and consider perspectives different from their own.
- Recognising that people may follow different religions, hold different beliefs or have no religious belief.
- Challenging prejudice, stereotypes and discriminatory behaviour when they arise.

We teach pupils that people should be treated with respect regardless of their faith, beliefs or background. Pupils are encouraged to understand that disagreement does not justify intolerance, prejudice or discrimination.

7. Equality, Inclusion and Protected Characteristics

We are committed to ensuring that every pupil is valued and treated fairly. We recognise that children and families have different experiences, needs, abilities, cultures and beliefs.

Our promotion of fundamental British values is closely linked to our commitment to inclusion and equality. We aim to ensure that pupils understand the importance of respecting people who are different from themselves and recognising that everyone deserves dignity and fair treatment.

Through our curriculum, relationships and school expectations, we promote understanding of the protected characteristics set out in the Equality Act 2010. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching is appropriate to pupils' ages and stages of development and is delivered in accordance with statutory requirements and relevant school policies.

We challenge prejudice, discriminatory behaviour and language that undermines the rights or dignity of others. Concerns are addressed in accordance with our behaviour, equality and safeguarding procedures.

8. How fundamental British Values are embedded in school life

Fundamental British values are not taught solely through individual lessons or special events. They are reinforced through everyday interactions and expectations across the school.

They are promoted through:

- The curriculum, including Religious Education, relationships education, history and other relevant subjects.
- Collective worship, assemblies and opportunities for reflection.
- The School Council and other opportunities for pupil voice.
- Our behaviour expectations and school values.
- Online safety and personal safety education.
- Positive relationships between pupils, staff, families and the wider community.
- Opportunities to celebrate diversity, consider different perspectives and contribute positively to school life.

All staff share responsibility for promoting these values through their conduct, teaching and interactions with pupils. Any concerns involving prejudice, discrimination or behaviour contrary to these values are addressed appropriately.

9. Monitoring and evaluation

The headteacher and school leaders are responsible for overseeing the implementation and effectiveness of this policy.

We evaluate how effectively fundamental British values are promoted through appropriate activities, including:

- Reviewing curriculum planning and relevant learning opportunities.
- Listening to pupils and considering their understanding through discussions and pupil voice activities.
- Reviewing behaviour, bullying and safeguarding information where relevant.
- Considering pupils' experiences of inclusion, respect and belonging.
- Reviewing the contribution of the School Council and other opportunities for pupils to influence school life.

Information gathered helps us identify strengths and areas for development and ensures that our approach remains relevant to the needs of our pupils.

10. Related policies and guidance

This policy should be read alongside relevant school policies, including:

- Behaviour Policy
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Religious Education and Collective Worship arrangements
- Relationships Education Policy

The policy reflects the Department for Education's guidance, ***Promoting fundamental British values through SMSC***, and relevant statutory requirements and inspection guidance.

11. Review

This policy will be reviewed annually, or sooner if changes to statutory requirements, Department for Education guidance or school practice make this necessary.