

# ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

## British Values Policy

Policy Reviewed: September 2025

*'Educating a community of life-long learners'*





# **British Values Policy**

## **Introduction**

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

### **'A.R.H. - Educating a community of life-long learners'**

## **Aims**

The British Values policy strives to strengthen the position of British Values across the school. It is to ensure that pupils have opportunities to explore and challenge both historic and modern events and how their personal experiences are linked to the British Values. Through this, the aim is for the children to develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated and not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying discrimination and combating it.

## **Teaching of British Values**

At A.R.H., the British Values can be defined in the following five strands: Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs, and Democracy.

In the Early Years Foundation Stage, the fundamental British Values are already implicitly embedded into the curriculum. Democracy focuses on the child's self-confidence and self-awareness; Rule of Law focuses on managing feelings and behaviour; Individual Liberty helps the children to develop a positive sense of themselves and allows the children to reflect on differences; Mutual Respect encourages children to respect the opinions of others and Tolerance of Different Faiths and Beliefs promotes diverse attitudes and challenges stereotypes.

Across Key Stage One and Key Stage Two, the British Values are explicitly taught and are embedded within the curriculum with the five strands of the British Values spread across the six half-terms of the school year. Whilst the emphasis in Key Stage One is to embed the understanding of what the British Values are, they are then explored further and applied to real-life instances in Key Stage Two. Children take part in a variety of activities to address the different British Values and these may include: creating fact files, designing posters, creating art work, having debates and writing balanced arguments. Altering every half term, the work produced will either be on the year group corridor displays or in their books/Seesaw.

## **Responsibilities and Roles**

The Headteacher and Governing Body have overall responsibility for British Values, supported by the British Values Coordinator.

The British Values Coordinator is responsible for overseeing the delivery of the British Values Curriculum through:

- Liaising with classroom teachers.
- Liaising with creative curriculum team.
- Providing staff training where appropriate

- Monitoring planning to ensure curriculum coverage.
- Carrying out learning walks, as well as planning, book and display scrutinies, to ensure cross-curricular links are optimised.
- Speaking with the pupils about their learning.
- Subject leaders are responsible for progression and assessment within their subject area.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. The teaching of British Values is incorporated into the Behaviour and Safety curriculum, therefore the British Values are then incorporated into the planning of the activities.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring there is appropriate challenge and differentiation so all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.

## **Planning**

We ensure that there is thorough coverage of the British Values through both explicit and implicit teaching.

Our explicit teaching is outlined in our Behaviour and Safety Curriculum (see Appendix 1) and is taught and assessed through:

- Topic quizzes
- Lesson expectations
- Other explicit forms of coverage e.g., assemblies
- Plans are monitored by the British Values Coordinator.

The British Values are also covered implicitly in a range of ways across the school which include, but are not limited to:

- Assemblies
- The School Council
- Anti-Bullying Champions
- School rules
- E-Safety
- School events such as Sports Days
- The 'No Outsider's in our School' curriculum
- Free Flow learning in Year One
- Choices in enrichment clubs

## **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted, More Able and Talented, children with EAL and children identified with a Special Educational Need (SEND). Where necessary, technical vocabulary linked to specific British Values will be discussed in more detail or addressed in a different manner to help with the understanding (e.g., for children with EAL).

## **Assessment, Monitoring and Review**

Monitoring and review take place on a regular basis in accordance with the School Improvement Plan. Every term the British Values Lead will look at each year group's British Values corridor display to ensure that it is up to date. Alongside this, they will check books/Seesaw to see the coverage of work termly too. Year group leaders will get a reminder of the expectations at the start of each academic year and general feedback from the past academic year.

Each year group will get specific feedback about their coverage in the Spring term before final feedback in the Summer term to review how the year has gone. Pupil conferencing will be conducted twice in an academic year to check their understanding on British Values. Throughout the school year, the British Values Lead will regularly liaise with the Personal Development Lead to talk about how things are going and discuss possible next steps as and when it is necessary.

*To be reviewed September 2026*

## Behaviour and Safety Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Golden Rules – what are they and what do they mean? BV – The Rule of Law	Bullying – what is bullying? How can we stop it? BV – Individual Liberty	E-Safety – focus on stranger danger with link to e-safety and staying safe online	Staying safe – the green cross code and wearing seatbelts BV – Tolerance of Others	Healthy living – exercise and eating well BV – Democracy	Being a good friend – what is a friend? How do they act? BV – Mutual Respect
Year 2	Drama about the school rules, what they are and how they help us. BV – The Rule of Law	Bullying – what is bullying? Introduce the four main types of bullying BV – Mutual Respect	E-Safety – stranger danger and the importance of information given online BV – Individual Liberty	Staying safe – fire safety BV – Democracy	Healthy living – eating your 5 a day and a balanced diet BV – Tolerance of Others	Making good choices – different scenarios – what would you do? BV – Democracy
Year 3	Comic life – demonstrating following the school rules BV – The Rule of Law	Bullying – types of bullying and features of each. BV – Individual Liberty	E-Safety – ThinkUKnow introduction to all aspects of e-safety BV – Democracy	Staying safe – green cross code, car safety and cycling safety	RESPECT – Lesson 1 Stereotypes and Prejudices BV – Tolerance of Others	Making good choices – what are the consequences of our actions? BV – Mutual Respect
Year 4	Aesop’s Fables – creating their own fables about following the school rules. BV – The Rule of Law	Bullying – Focus on different bullying scenarios (all types). What should you do? BV – Tolerance of Others	E-Safety – how to report issues online BV – Democracy	RESPECT – Lesson 2 Discrimination BV – Tolerance of Others	RESPECT - Lesson 3 Identity BV – Individual Liberty	Being a good friend – how should we resolve differences? BV – Mutual Respect
Year 5	Why is it important to follow the rules? BV – The Rule of Law	Bullying – Emotions of those bullying, being bullied and bystanders. What is the impact of bullying? BV – Mutual Respect	E-Safety – cyber-bullying. Activities about what we post online – who sees them and impact it has. BV – Tolerance of Others	RESPECT – Lesson 4 Alternative Perspectives BV – Democracy	Healthy living – health and hygiene BV – Individual Liberty	RESPECT – Lesson 5 Respect and Dealing with Conflict BV – Mutual Respect
Year 6	RESPECT – Lesson 7 Democracy and the Rule of Law BV – The Rule of Law and Democracy	Bullying – Awareness of types of bullying, what it is and how to stop it – posters for around the school.	E-Safety – social media and how to use it responsibly. Permanence of things put online. Healthy/unhealthy relationships ‘Alright Charlie’ video BV – Individual Liberty	RESPECT – Lesson 6 Being British BV – Mutual Respect	Healthy living – peer pressure and avoiding drugs and alcohol BV – Tolerance of Others	Transition work – how do I make friends at secondary school? What should I look for in a friend? BV – Mutual Respect