



## Promoting British Values Policy

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An academy within:



“Learning together, to be the best we can be”



# 1. Aims

- 1.1. Our aim is to nurture our pupils on their journey through life so they grow into safe, caring, democratic, responsible and tolerant adults who make a positive contribution and difference to modern Britain.
- 1.2. This policy sets out the four key areas within which the DfE has defined British values, and the ways in which our pupils learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

# 2. Introduction

- 2.1. 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:
  - 2.1.1. ‘...requires all schools to promote the historical and current values that underpin the national identity known as being British.’
- 2.2. Within this, all schools are required to ensure that their curriculum actively promotes these fundamental British values. North Ridge Community School is an ‘I can...’ school within which we celebrate pupils’ religions, faith and cultures as well as others from around the world. Alongside this, North Ridge Community School supports all our pupils in learning about and deepening their understanding of British values, culture and systems.

# 3. What are British values?

- 3.1. 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 and tolerance of different faiths and religious and other beliefs.
- 3.2. ‘These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.’



## 4. How we actively promote British values at North Ridge Community School

- 4.1. As a school, we promote British values through our LIFE curriculum which includes areas of learning focused on understanding other faiths, Respect for rules and the law and Respecting others. These key values are also embedded in all areas of the curriculum.
- 4.2. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the school year particularly in PSHE and RE, to teach pupils about values, to respect similarities and differences, tackle stereotypes and to understand why some people discriminate against others. These values permeate all areas of the school's curriculum and supports the development of the 'whole child'.
- 4.3. DEMOCRACY:
  - 4.3.1. Democracy is embedded in school, pupils 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 pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. The democratically elected School Parliament provides a more formal platform for class representatives to raise issues and make suggestions on how to improve the school.
  - 4.3.2. All pupils are given the opportunity to vote in various areas of the curriculum, using different strategies, through the use of AAC and other available resources; such as voting for a storybook at the end of the day using various resources, that in turn leads to the voting for members of Pupil Parliament.
  - 4.3.3. Parent/carers opinions are welcomed at North Ridge Community School through methods such as questionnaires and feedback at parents' evenings.



#### 4.4. RULE OF LAW:

- 4.4.1. The importance of law, whether they are those that govern the class, the school, or the country, are consistently reinforced throughout the school day when dealing with negative behaviour and through focused lessons. In order to help pupils understand how society cannot operate without a set of laws, we teach them how our school rules are created and ordered, ensuring we have a fair and safe place in which to learn. The class rules are agreed by the pupils and are displayed in classrooms. We help pupils to distinguish right from wrong at their point of development and adopt a de-escalation approach to resolve conflicts.
- 4.4.2. The school has a clearly structured behaviour policy, as well as individual, bespoke behaviour plans for pupils which all stakeholders understand and follow. Throughout the year, we welcome visits from members of the wider community and from public institutions such as the Police and the Fire Service to help reinforce the importance of the Rule of Law for our pupils. This teaches them to understand that the law protects us and is essential for our well-being and safety.

#### 4.5. INDIVIDUAL LIBERTY:

- 4.5.1. Our pupils have the opportunity to make individual choices and express opinions that develop their character and self-belief. They are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. 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.
- 4.5.2. Pupils have key roles and responsibilities in school e.g. class elected Parliament members; playground buddies, etc. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise safety both in the real and digital world, for example through our E-Safety, LIFE (SMSC) and Personal, Social and Health Education (PSHE) lessons. Pupils are given the freedom to make choices on activities and choose their lunch options in middle and upper school. We implement and actively promote a strong anti-bullying culture and is supported through the PSHE curriculum and the schools anti-bullying policy.



#### 4.6. MUTUAL RESPECT AND TOLERANCE:

- 4.6.1. Pupils are encouraged to respect themselves and to respect individual differences, this fundamental principle is put into practice in the classroom, around school, in the playground and during assemblies and theme days. We help our pupils to acquire an understanding of, and respect for their own and other cultures and ways of life in a bespoke way considering the needs of all pupil. We celebrate different festivals, we give our pupils educational trips to places of worship and welcome visitors who can widen our pupils' horizons even further. Our PSHE lessons encourage regular discussions and debate, this encourages our pupils to respect the views and beliefs of others. Our Religious Education (RE) bespoke curriculum is based on the Doncaster SACRE syllabus, which provides a broad and balanced education on a range of faiths, religions and cultures of the pupils within school. WE plan learning around the 5 Keys into R.E. by Anne Krisman.
- 4.6.2. We provide opportunities for inclusive teamwork, inspiring potential and continual enhancement. Pupils are expected to show mutual respect towards everything and everyone, regardless of individual differences, at all times. All pupils, adults and visitors are expected to behave respectfully and we will challenge anybody who displays prejudicial or discriminatory behaviour.
- 4.6.3. We provide opportunities for pupils to participate in a wide range of events and to serve the wider community, such as work experience, in order to nurture tolerance and harmony, understanding and respect between all members of our society.

#### 4.7. PERSONALISED AND INDIVIDUALISED APPROACHES

- 4.7.1. At North Ridge Community School, we recognise that some pupils are unable to access assemblies or group-based learning about British values. For these pupils, British values are promoted through personalised approaches, including one-to-one teaching and incidental learning opportunities throughout the school day.

Staff model and reinforce key concepts such as turn-taking (democracy), understanding boundaries (rule of law), making choices (individual liberty), and positive interactions (mutual respect and tolerance) through communication-based interactions, structured routines and real-life contexts. This ensures that all pupils, regardless of need, are supported to develop an understanding of British values in a meaningful and accessible way.



## 5. British Values: The "3Is" Website Information:

5.1. **Intent** – Relevance to our pupils, what is taught?

5.2. Fundamental British values are a set of social attitudes thought to maintain social cohesion and equality. Much of what we do each day develops British values.

5.3. These values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and tolerance.

5.4. Pupils learn about being part of Britain from different perspectives in a whole school cross curricular way as well as through specific lessons and events based around our LIFE curriculum.

- 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.

5.5. **Implementation** – Trips, resources, experiences, sequencing of the curriculum and pedagogy.

5.6. Our curriculums enable our pupils to:

- Become good citizens and demonstrate an appreciation for each other, the school community and the world.
- Be respectful and show tolerance and acceptance to those from different faiths and backgrounds.
- Experience topic days linked to British values themes, pupil parliament voted for democratically, assemblies, sports, trips, visits and visitors, workshops, fund raising and community projects.
- Understand and follow rules at school, giving pupils choices, discussing wider social issues, and socialising with diverse ranges of the population establishes the skills needed to participate and integrate into British life.

5.7. **Impact** – Skills, pathways, lifelong learning, why is this subject important?

- To prepare pupils 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.



- Pupils will recognise they have a voice.
- To allow pupils to experience and have the opportunity to learn how to argue and defend points of views in a safe environment and to aid their responses and opportunities, responsibilities and experiences in their later adult life.
- Pupils will be aided in developing their self-knowledge, self-esteem and self-confidence.
- Pupils will learn to distinguish between right and wrong and to respect the civil and criminal law in England therefore becoming respectful members of society.

## 6. Extremism

- 6.1. 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 prevent. Our overriding aim is to teach pupils to be resilient to such attitudes. This involves pupils being taught how to ask questions and make judgements for themselves about what is right and wrong.