



GREEN LANES SCHOOL POLICY

FOR

Promoting British Values

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary School, we create independent and resilient learners for life.*

Signed by	Signed by Green Lanes governing body
Signed by	Signed by Headteacher
Date reviewed	Spring 2026
Due for review	Spring 2028

Promoting British Values

The DfE have recently reinforced the need “**to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**”

The government set out its definition of British values in the 2011 Prevent Strategy. It also references ‘Promoting Fundamental British Values as part of SMSC in schools 2025. At Green Lanes these values are reinforced regularly and in the following ways:

Statutory Context

All schools are expected to provide opportunities for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this, we 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 defined in the DfE's guidance on promoting fundamental British values and are integral to our school's ethos and curriculum.

How We Promote British Values

Democracy

Pupils have the opportunity to have their voices heard through our School Council, Eco Council, Anti-bullying council and Banksy council and twice yearly pupil questionnaires. The annual elections of School Council members are based solely on pupil votes British Values Spring 24-25.

Our approach includes:

- Democratic decision-making through pupil councils
- Regular opportunities for pupils to express their views
- Teaching about democratic processes through our curriculum, including CUSP units and PSHE programme (Learning for Life)
- Modelling democratic values in classroom practice

The Rule of Law

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 British Values Spring 24-25.

We teach pupils:

- Why laws exist and how they protect us
- The consequences of breaking laws
- How to take responsibility for their choices and actions
- The importance of respecting legal boundaries

This is reinforced through:

- Our behaviour and relationships policy
- Assemblies and classroom discussions
- Visits from authorities such as the Police and Fire Service
- Consistent modelling of positive attitudes towards rules and responsibilities

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education British Values Spring 24-25.

We support individual liberty by:

- Teaching pupils about their rights and personal freedoms
- Providing opportunities to make safe choices (e.g., level of challenge in work, participation in extra-curricular activities)

- Delivering age-appropriate education on exercising freedoms safely, including through E-Safety and PSHE lessons
- Creating a supportive environment where pupils feel empowered to express themselves

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Respect is promoted through our PSHE curriculum (Learning for Life); is embedded in our whole school themes such as positive relationships; and is outlined in our behaviour and relationships policy British Values Spring 24-25.

Our approach includes:

- **Core values:** Our school ethos centres on kindness, respect and safety
- **PSHE curriculum:** Weekly **Learning for Life** lessons help pupils understand similarities and differences between people, places and cultures
- **RE curriculum:** Using Twinkl RE to explore different faiths and beliefs
- **Celebrating diversity:**
 - Monthly celebration of different languages, where pupils share their languages, traditions and cultures
 - Family photos and celebrations of self and community
 - Inviting members of different faiths to share their knowledge and experiences
- **Protected characteristics:** Teaching age-appropriate understanding of the protected characteristics defined in the Equality Act 2010, ensuring all pupils understand that individual characteristics make people unique

Cultural Capital

Cultural capital is the gathering of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients which a child will draw upon to be successful in society, their career and the world of work .

We develop cultural capital through:

- Curriculum enrichment activities
- Exposure to diverse experiences and perspectives
- Celebration of different cultures and traditions
- Building understanding of pupils' place in a culturally diverse society

Curriculum Integration

British values are mapped across our curriculum and celebrated through focused activities. They are embedded in:

- PSHE (Learning for Life programme)
- RE (Twinkl RE)
- CUSP curriculum units
- Assemblies and whole-school themes
- Our behaviour and relationships policy

Monitoring and Evaluation

We regularly review how effectively we promote British values through:

- Pupil voice (questionnaires, council feedback)
- Curriculum monitoring
- Assembly themes and content
- Observation of school culture and ethos
- Alignment with Ofsted's 'Personal Development and Well-being' evaluation criteria