



## British Values Policy

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This document applies to all academies and operations of Cambrian Learning Trust.

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## Introduction

The Department for Education (DfE) published guidance in 2014 detailing that all schools have a duty to 'actively 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 UK government first set out these values as part of their Prevent strategy in 2011 stating that "all schools are required by law to teach a broad and balanced curriculum which promotes spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life" and also notes that "schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government".

## What are British values?

Fundamental British values are defined 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 for and tolerance:** equal opportunities for all and respect and tolerance of different faiths, religions and other beliefs.

## Aims

At John Blandy Primary school we aim to actively promote British values to ensure young people leave school prepared for life in modern Britain. We aim to make British values relevant to the daily life of children, linking these values to our school vision and values, and aspects of our curriculum.

British values are not taught as a separate subject but are interwoven into our values and our broad and balanced curriculum helping to foster children's personal, social and cultural development. These values are reinforced at John Blandy in the following ways:

## Democracy

At the start of each academic year, children write speeches to present to their class for roles within the school such as House Captains, School Council, Eco Council and Sports Leaders. Children then vote for their nominated pupil based on the information shared.

We seek pupil voice in many ways including through subject monitoring and also through our annual pupil survey.

Within our school we also seek pupils' views when we fundraise for different charities or issues that the pupils have chosen to support or improve. They do this through fundraising such as non-uniform days or cake sales for example.

## The Rule of Law

Within our school, we expect children to follow a code of conduct that every pupil signs when they start school with us. We have 3 principles that we live by in school and these are: Be Ready. Be Safe. Be Kind. These are our constant expectations.

Within our classrooms, we have further rules and these are often interwoven through our use of our Recognition Board, where children are acknowledged for following expectations.

Within our Celebration Assemblies each week, children are rewarded for following expectations.

Through our PSHE lessons, we discuss our rules and laws of our country. We explore the rules through PSCO visits to our classrooms.

On school trips, children know our expectations with regards to their behaviours and manners and appreciation towards others.

## Individual Liberty

Within our school we recognise the need for children to make choices and have Freedom of speech. We encourage children to express their view within subjects such as PSHE and RE, ensuring they do so with respect towards others.

Our School Council seek the views of other children within their class so that they can put forward these views to Senior Leaders to help bring about positive change for the school and its environment.

From when children join our school in Reception, children are encouraged to make choices in their play and in their learning.

As children progress up the school children are taught to use their own methods in maths for example, using strategies that works for them. In science, for example, pupils are encouraged during STEM week activities to create their own experiments and choose their own way of working scientifically.

We want children to take risks through their learning and play but to also do so safely. We recognise that children learn from their mistakes.

Our Positive Relationships policy is based around relational behaviours and restorative practice where children can recognise where wrong choices may have been made; open and honest dialogue is the root to positive relationships within our school where everyone is listened to and their views are valued.

## Mutual Respect & Tolerance

Within our school, through whole school assemblies, children are taught about respect and tolerance towards others. This is often done through the use of media or story books. Examples of this may be covering celebrating diversity and teaching children about the Holocaust in KS2. In RE, we celebrate others' religions and faiths. Our children show respect, understanding and empathy towards others faiths, displaying some of our own school values. We follow the Jigsaw scheme for our PSHE and within this discrete subject, children understand that need to show tolerance and respect towards others.

External visits from our local PCSO and anti-racism workshops/assemblies have also created an environment within our school that is one of mutual respect and tolerance. We celebrate our diversity within the school through displays that are centrally located, celebrating some of family's cultural heritage around the world.

Our Positive Relationships policy and Anti-bullying policy also endorses the expectation that we show respect and tolerance to all.

## Other Policies

- Equality, Diversity and Inclusion Policy and Objectives
- Positive Relationships Policy
- Anti-Bullying Policy