



“Together we learn, Together we succeed”

British Values Statement

This policy has been written to ensure that the school’s ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
September 2015	C Ejiogu	20/11/23	FGB	R Moffat	November 2025

British values statement

Our school is committed to actively promoting British values to ensure that our pupils leave school fully prepared for life in modern Britain.

The government emphasises that all schools should ensure that they teach pupils about British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

We take every opportunity to promote these values, and to ensure our pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand that the freedom to hold varying faiths and beliefs, including no religious faith, is protected in law, and that it is vital to accept people who have different faiths and beliefs without discriminating against them in any way.
- Value the importance of identifying and combating extremism.

We promote British values both within and beyond the classroom (through assemblies, extra-curricular activities, wider opportunities, school texts, etc) and these values are at the heart of our ethos. Here are just some of the ways our school seeks to embed the teaching of British values.

1. Democracy

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Promote pupil voice in decision making processes
- Help pupils to express their views
- Model how perceived injustice can be peacefully challenged

2. Rule of law

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law

- Develop restorative justice approaches to resolve conflicts

3. Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour
- To educate children of their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes

4. Respect and tolerance

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- To encourage pupils to show initiative and to understand how they can contribute positively to the lives of those working and living in the locality of the school and to society more widely.
- Challenge prejudicial or discriminatory behaviour
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers.