

# Porchester Junior School



## British Values Policy

Adopted- September 2025

Review-September 2027

## Rationale

The Department for Education requires all schools “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.”

British Values were first set out in the 2011 Prevent Strategy and were reiterated in *Promoting Fundamental British Values as part of SMSC in Schools* (DfE, November 2014).

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

At Porchester Junior School, British Values and the nine Protected Characteristics of the Equality Act 2010 are taught and lived as part of our school ethos and daily practice. They run as a golden thread through all that we do, underpinned by our PRIDE values.

## Aims

At Porchester Junior School, we uphold and teach pupils about British Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Alongside these, we explicitly teach and promote understanding of the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

Through this policy and our curriculum, we aim to:

- Enable pupils to develop self-knowledge, self-esteem and self-confidence.
- Help pupils to distinguish right from wrong and respect the civil and criminal law of England.
- Encourage responsibility for behaviour and decisions, showing initiative and contributing positively to the school and wider community.
- Provide knowledge of and respect for public institutions and services in England.
- Promote tolerance and harmony between cultural traditions, encouraging appreciation and respect for their own and others' cultures.
- Foster respect for other people, regardless of difference.
- Ensure all pupils are prepared for life in modern Britain.

## Intent

Our PSHE curriculum is ambitious, inclusive, and sequenced to build secure knowledge and understanding. It systematically develops children's capacity to:

- Demonstrate PRIDE values in daily life.
- Respect themselves and others.
- Recognise and challenge stereotypes and discrimination.
- Apply British Values and Protected Characteristics to real-world contexts.
- Make responsible decisions that support wellbeing and resilience.

## Democracy in action

- Children take part in elections leadership roles, voting for representatives.
- Pupils share ideas in class discussions and surveys to improve school life.
- Teachers ask children for their views and feedback, showing their voices matter.
- Debate activities and assemblies encourage children to listen to and respect different opinions.

## Rule of Law in action

- Behaviour is guided by our three key school rules and PRIDE values, which are reinforced across classrooms, playgrounds, and school events.
- Pupils learn that rules and laws keep everyone safe and apply equally to all.
- Children are supported to reflect when rules are broken, linking actions to consequences.

## Individual Liberty in action

- Pupils are encouraged to make safe and responsible choices in their learning, clubs, and enrichment.
- Children are supported to say "no" if they feel uncomfortable or unsafe.
- Pupils are given the freedom to share thoughts and feelings respectfully.
- Online safety, safeguarding, and PSHE lessons teach children how to exercise their rights responsibly.

## Mutual Respect in action

- Respect is embedded in our PRIDE values and everyday expectations.
- Pupils celebrate each other's successes through PRIDE assemblies and classroom rewards.
- Children are kind, listen to others, and treat people the way they wish to be treated.

- Respect is modelled by all staff and is visible in daily interactions across school.

## Tolerance of different faith and beliefs in action

- Pupils learn about different religions and worldviews through the RE curriculum.
- Assemblies, Diversity Week, and cultural celebrations highlight global festivals
- Pupils are encouraged to challenge stereotypes and celebrate difference.
- Trips to different places of worship

## Evidence of British Values and work around protected characteristics

British Values and Protected Characteristics are evidenced through:

- Children's behaviour, attitudes, and responses in lessons and around school.
- Floor books showcasing blurbs of learning, posed questions, children's pledges, reflections, and creative work.
- Assemblies, displays, and enrichment activities such as Debate Club, PRIDE assemblies, and charity work.
- Pupil voice activities and leadership roles across school.

### Links with Other Policies

This policy links directly with:

- PSHE Policy
- RE Policy
- SMSC Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy

## Monitoring

The implementation of this policy will be monitored by the Head Teacher, PSHE/RE Subject Leaders, and the Governing Body through focused reviews, lesson visits, work scrutiny, and pupil interviews.