



Start children off on the way they should go, and even when they are old they will not turn from it.”
Proverbs 22:6

BRITISH VALUES POLICY

Adopted	Autumn 2026
Committee	Standards
Review Date	Autumn 2027
The scope of this policy is Forsbrook CE Primary School and Nursery	

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show LOVE in our relationships and a RESPECT for all. We foster HOPE within our community and encourage children to find PEACE by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote POSITIVITY, celebrate COURAGE, demonstrate RESPONSIBILITY and share JOY through...

‘Learning, loving, laughing in the light of Jesus’.

British Values

"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

What are British values?

The five British values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

Aims

Forsbrook CE Primary school is committed to celebrating the diversity of the UK. We aim to prepare pupils for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. **See appendix (1).**

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We recognise that British values do not give total liberty to individuals or tolerance of all views. Their declared aim is to combat extremism, and so they do not condone attitudes that are discriminatory and not inclusive or loving. **See appendix (2).**

We understand the role that our school has in helping **prevent radicalisation** and supporting our pupils in developing a world view, recognising Britain's place within it.

Opportunities we provide for pupils to understand British values

We take opportunities for pupils to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past e.g. Remembrance Sunday
- support a number of local charities that are selected by them and arrange fundraising events e.g. Dougie Mac Hospice, Stoke-on-Trent Food Bank
- support a number of charities that are close to our hearts and arrange fundraising events e.g. Purple Bow Charity, Birmingham Children's Hospital
- learn about key events e.g. Election Day, and take part in taster experience days such as having their own Election Day and voting for a special own clothes day
- make connections between British values and other curriculum subjects
- make connections between British values and worship themes in both class and collective worship
- engage in weekly Picture News for children to learn about what is going on in the world around them and engage in class discussions/debates
- explore British values through spiritual, moral, social and cultural (SMSC) opportunities. **See appendix (3).**
- explore British values through the personal, social and health education (PSHE) programme of study

Below we include more details about how each British value is embedded in our school
See appendix (4).

British value & possible Biblical links	Links with our Christian values	Some examples in practice
Democracy Democracy as we know it was not a feature of the autocratic Roman rule of Jesus' time on Earth. However the rule of democracy is dependent on a belief that each person is important, valued and worthy of respect.	Family and Respect– we believe in fairness; we know everyone in our school is important and has the right to be treated equally. Galatians 3:28 “You are all one in Jesus Christ.” Mark 5:36 Jesus said, “Do not fear, only believe.” Joshua 1:9 “Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.”	Many of our school routines are built upon the concept of democracy. All pupils have opportunity as an individual, as a member of a class and within an extra-curricular club to influence decision making and to have a voice. They understand that they must use this voice responsibly. Pupils are regularly consulted both formally informally about how their school might be improved. They see the example that is set with staff working cooperatively with each other to make the school the best it can be.
The rule of law Forsbrook Primary wrote ‘Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good, to slander no one, to be peaceable and considerate, and always to be gentle towards everyone.’ [Titus 3:1] and in Romans 13 wrote at length about the place of the authorities in maintaining order and community living, building on the simple reminder: ‘What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God’ [Micah 6:8]	Belief and Perseverance– it isn’t always easy to stand up for what is right e.g Daniel in the Lions’ Den Love and Respect– as Christians, we seek forgiveness for what we have done and forgive those who are sorry for what they have done. Jesus teaches us that forgiveness is endless. Lord’s Prayer. Matthew 6:14-15: “For if you forgive others their trespasses, your heavenly Father will also forgive you, but if you do not forgive others their trespasses, neither will your Father forgive your trespasses.” Ephesians 4:32 “Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.”	Pupils in our school understand the need for rules to make ours a happy and secure environment. Our behaviour policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply. Ground rules are established in all areas of the curriculum and students are encouraged to see the reasons for them.
Individual liberty Christians believe that every individual is a unique and valued creation, made in the ‘image of God’, [Genesis 1:27]. Moreover God loves every person he has made, has a plan and purpose for them and wants a relationship with each one. Everyone is included, special and loved. The Bible states that God says ‘I have called you by name, you are mine’ [Isaiah 43:1] and, ‘I know the plans I have for you, they are plans for good and not for disaster, to give you a future and a hope.’ [Jeremiah 29:11] For Christians each individual has spiritual potential.	Love and Respect – we respect others from all cultures and religions. We learn about others to allow our respect to grow. We listen and learn from others. 2 Timothy 1:7 “For God gave us a spirit not of fear but of power and love and self- control.” Forgiveness - The fall – story of creation shows us that at times we all do things that we know to be wrong and these can impinge on the rights of others.	The rights of every pupil are at the centre of our ethos. However, pupils must also recognise the boundaries there must be too. Independent thinking and learning are encouraged and there are frequent opportunities for pupils to grow in maturity and independence as they move through school years. We place an emphasis on respecting difference and valuing creativity.
Mutual respect Christian love is to be lived out to all those around as, ‘anyone who loves God must also love their brother and sister’. [1 John 4:21] The parable of	Respect - Our interactions at school... we aim to follow the teachings of Matthew 7:12 “So in everything, do to others what you would have them do to you.”	Through our Christian values we encourage our pupils to show mutual respect. We recognise the importance of not only respecting one another but also of self-respect.

the Good Samaritan [Luke 10:25-37] was told by Jesus to demonstrate that everyone, however different, could, and should, be loved as a neighbour. Jesus spoke with and befriended many who were seen as outsiders in his culture and faith – not only Samaritans but Romans, the sick, outcasts and those who had failed to meet religious standards. He was actively inclusive, teaching ‘I have other sheep, too, that are not in this sheepfold.’ [John 10:16] and ‘If you love only those who love you, what reward is there for that? ... If you are kind only to your friends how are you different from anyone else?’ [Matthew 5:46] The Bible adds: ‘Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it’. [Hebrews 13:1-2]	Safety – we trust God and each other and know we help to keep ourselves and each other safe.	We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued. Our welcome for visitors is part of the school ethos as is the focus on each pupil as an ‘ambassador’ when they are out in the community. Every individual is respected in our school and our actions towards one another reflect this.
The tolerance of those with different faiths and beliefs Christian love is to be lived out to all those around us, ‘anyone who loves God must also love their brother and sister’. [1 John 4:21] The parable of the Good Samaritan [Luke 10:25-37] was told by Jesus to demonstrate that everyone, however different, could, and should, be loved as a neighbour. Jesus spoke with and befriended many who were seen as outsiders in his culture and faith – not only Samaritans but Romans, the sick, outcasts and those who had failed to meet religious standards. He was actively inclusive, teaching ‘I have other sheep, too, that are not in this sheepfold.’ [John 10:16] and ‘If you love only those who love you, what reward is there for that? ... If you are kind only to your friends how are you different from anyone else?’ [Matthew 5:46] The Bible adds: ‘Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it’. [Hebrews 13:1-2]	Love, Belief and Respect Mark 12:31 The second is this: “You shall love your neighbour as yourself.” There is no other commandment greater than these.” 1 Corinthians 13:13 “So now faith, hope, and love abide, these three; but the greatest of these is love.” 1 John 4:19 “We love because he first loved us.” Matthew 21:22 “And whatever you ask in prayer, you will receive, if you have faith.” Ephesians 4:32 “Be kind to one another, tender-hearted, forgiving one another, as God	We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community. We aim to do more than ‘tolerate’ those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring. We believe that exploring and understanding other people’s faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.

Appendix

(1) British values since 2014

Since **November 2014** all schools and academies in England, whether state or independent, have a duty to actively promote British values as part of their spiritual, moral, social and cultural education (SMSC). All schools must now have a clear strategy for embedding these values across the life of the school and show the effectiveness of this work.

See the full recommendation through the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

(2) Ofsted

Ofsted inspects and comments on this area. The clear aim of promoting these values is stated as being to “tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism”. It is believed that promotion of these values will ensure pupils become valued and rounded members of society who treat others with respect and tolerance, regardless of background, and so leave school better prepared for life in modern

(3) SIAMS (Statutory Inspection of Anglican and Methodist Schools) evaluation schedule September 2013

All church schools under Section 48 will have a SIAMS inspection. SMSC comes under **Core Question 1: Christian Character** which states,

3. Spiritual, moral, social and cultural development

a. the breadth of experiences available to all learners through curricular and extra-curricular activities

b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives

c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values

d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values *e. the extent to which the school operates as a distinctively Christian community*

The full link for the SIAMS evaluation schedule is:

[FINAL - SIAMS Evaluation Schedule \(Revised July 2022\).pdf \(churchofengland.org\)](#)

(4) British values and Christian values

Some schools choose to make a connection between British values and the schools identified Christian values. Here at Forsbrook CE Primary School we have chosen to make this connection, however we recognise that care should be taken to ensure that pupils do not come confused or blurred in their understanding between secular and explicitly religious values.

Appendix

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

Religious Education

The government guidance *Religious Education in English schools: Non-statutory guidance 2010* states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those who withdraw by their parents (or withdrawing themselves if they are aged 18 or over)

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the *Statutory Inspection of Anglican and Methodist Schools (SIAMS)*, whether VC, VA or academy.

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, *the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)*

Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils' own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (*Non-statutory Guidance 2010*)

It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests to not hamper their responsibilities to ensure equality for all and the promotion of British Values.