



Fundamental British Values Statement

(Whole School Including EYFS)

Purpose

At St Mary's School, our vision is:

"To provide an aspirational learning journey for every student to achieve excellence beyond expectations."

The promotion of Fundamental British Values is a natural part of achieving this vision. Through our curriculum, pastoral care, leadership opportunities and wider enrichment programme, we help pupils become confident, responsible and compassionate citizens who are prepared to make a positive contribution to modern Britain and the wider world.

We are committed to actively promoting the Fundamental British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs, and those without faith

The promotion of these values is integral to our school's ethos, safeguarding culture and educational provision. Through the curriculum, pastoral care, enrichment opportunities and daily interactions, we prepare pupils to become responsible, respectful and active citizens who contribute positively to modern British society while understanding and appreciating the diversity of the wider world.

Aims

The school seeks to nurture students who are:

Team Players

Working collaboratively with others, listening respectfully to different viewpoints and making positive contributions to the school and wider community. Through leadership opportunities, pupil voice and community engagement, pupils develop an understanding of democracy, responsibility and active citizenship.

Kind and Empathetic

Recognising the dignity and value of every individual, regardless of background, culture, faith or belief. Pupils learn to foster respect, tolerance and harmony, while challenging prejudice, stereotyping and discrimination.

Curious and Reflective

Exploring different perspectives, asking thoughtful questions and developing informed opinions. Pupils gain a broad understanding of public institutions, democratic processes and the diverse society in which they live, preparing them to engage confidently with the world around them.

Ambitious and Resilient

Taking responsibility for their choices, demonstrating initiative and striving to achieve their individual potential. Pupils develop the self-confidence, self-esteem and independence needed to make positive contributions to society.

Excellent in Character

Demonstrating honesty, integrity and personal responsibility in everything they do. Pupils learn to distinguish right from wrong, understand the importance of the rule of law and appreciate both their rights and responsibilities within school, their community and modern Britain.

Through these values and experiences, pupils develop the knowledge, understanding and character needed to respect others, embrace diversity and thrive in modern Britain.

How We Promote Fundamental British Values

Democracy

Pupils are encouraged to understand and participate in democratic processes through:

- School Council and other pupil leadership opportunities.
- Voting for pupil representatives.
- Consultation activities and pupil voice initiatives.
- Class discussions, debates and opportunities to express views respectfully.
- Learning about democratic institutions and processes through the curriculum.

Pupils are taught that their views are valued and that they have a responsibility to listen respectfully to the views of others.

The Rule of Law

Pupils learn to understand the importance of laws, rules and boundaries through:

- Consistent behaviour expectations and school policies.
- Classroom and playground rules.
- PSHE education and assemblies.

- Curriculum opportunities exploring justice, fairness and responsibility.
- Visits from, or learning about, public services and institutions.

Pupils are supported to understand that laws exist to protect individuals and communities and that actions have consequences.

Individual Liberty

The school promotes individual liberty by:

- Providing a safe and supportive environment in which pupils can make choices.
- Encouraging independence, resilience and personal responsibility.
- Supporting pupils to express their views respectfully.
- Helping pupils understand their rights, freedoms and responsibilities.
- Providing opportunities to participate in a broad range of educational and enrichment activities.

Pupils learn that freedom is balanced by respect for the rights and freedoms of others.

Mutual Respect

Mutual respect is at the heart of the school's values and relationships. It is promoted through:

- Positive relationships between pupils, staff and families.
- High expectations of behaviour and conduct.
- Collaborative learning opportunities.
- Celebration of achievement and contribution.
- Clear expectations regarding kindness, courtesy and respect.

Pupils are encouraged to recognise the value and dignity of every individual within the school community.

Tolerance of Different Faiths and Beliefs

The school promotes understanding and tolerance through:

- The curriculum, including religious education and wider cultural learning.
- Assemblies, celebrations and enrichment activities.
- Opportunities to learn about different cultures, faiths and worldviews.
- Discussion of similarities and differences between people and communities.
- Encouraging appreciation of diversity within Britain and the wider world.

Pupils are taught that everyone should be treated with dignity and respect regardless of faith, belief, background or personal circumstances.

EYFS

In the Early Years Foundation Stage, children begin developing an understanding of British Values through age-appropriate experiences, including:

- Taking turns and sharing.
- Understanding routines, boundaries and expectations.
- Making choices and developing independence.
- Learning to express opinions and listen to others.
- Building positive relationships.
- Exploring similarities and differences between people and communities.
- Celebrating diversity and respecting others.

These experiences support children's personal, social and emotional development and lay the foundations for future citizenship.

Safeguarding and the Prevent Duty

The promotion of Fundamental British Values forms an important part of the school's safeguarding culture. Through our curriculum, pastoral provision and wider educational activities, pupils are encouraged to think critically, respect differing viewpoints and develop resilience to extremist narratives. The school does not tolerate discrimination, intolerance, harassment or extremist views that undermine the rights, freedoms and safety of others. Such behaviours are addressed promptly through safeguarding, behaviour and pastoral procedures.

Equality, Inclusion and Respect

The school is committed to fostering an inclusive environment where all members of the community feel valued, respected and safe. We promote equality of opportunity and encourage pupils to appreciate and respect diversity in all its forms. We promote respect for all individuals, including those with protected characteristics as defined by the Equality Act 2010, and actively challenge discrimination, prejudice and stereotyping.

Roles and Responsibilities

The Head has overall responsibility for ensuring the effective promotion of Fundamental British Values throughout the school.

Senior leaders, teaching staff, support staff and governors contribute to this responsibility through:

- Curriculum planning and delivery.
- Pastoral care and safeguarding.
- Modelling respectful behaviour and relationships.
- Monitoring pupils' understanding and engagement.
- Promoting an inclusive and respectful school culture.

Monitoring and Review

The effectiveness of the school's promotion of Fundamental British Values is monitored through:

- Curriculum reviews and monitoring activities.
- Pupil voice surveys and discussions.
- Behaviour, safeguarding and pastoral records.
- Assembly and enrichment programme evaluation.
- Staff training and professional development.
- Governor monitoring and oversight.

Leaders use this information to evaluate impact and identify areas for further development.

Review

This statement will be reviewed annually or earlier if required by changes to legislation, guidance or school practice.