

Stoke Park Infant School

British Values Policy 2026-2029



Approved by	FGB
Reviewed date	Spring 2026
Next review date	Spring 2029
Responsible person	Headteacher
Committee responsible	FGB
Regularity of review	3 Yearly

The Department for Education ‘enforce a clear and rigorous expectation on schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs’.

Ofsted says:	The DfE says:
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. Support for the equality of opportunity for all
Individual liberty	Support and respect the liberties of all within the law
Mutual respect and tolerance for those with different faiths and beliefs	Respect for and tolerance of different faiths and religious or other beliefs

The Government set out its definition of British Values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Stoke Park Infant School these values are reinforced regularly and in the following ways:

Democracy

We listen to children’s and parents’ voices. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

This is supported by:

Stoke Park Rangers/EARA reps (school council)

Pupil voice

Play leaders

ECO group

Class or whole school votes and choices, e.g. choosing topics, class rewards,

The Curriculum:

- EARA group (Rangers)
- Philosophy and thinking skills P4C – listening to others’ views, agreeing or disagreeing with reasons
- Key texts
- Library leaders
- Class roles/responsibilities

- Choosing stories
- Debate and discussion
- Year 1 book award - voting
- Voting for class treats
- Vote with feet – P4C
- E-safety
- Turn taking – e.g. circle time
- Making choices about their learning
- Learning values
- Real PE, Tap for Congrats, praising and celebrating successes, evaluating others' performances
- Dinner choices
- Evaluating own learning and how confident they feel
- Turn-taking, fairness

Rule of Law

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

This is supported by:

Rangers Rules

Behaviour Policy and guidelines

The Curriculum:

- EARA group (Rangers)
- Assembly themes, e.g. our school, people who help us,
- Key texts
- Ranger Rules
- School/Classroom rules and expectations
- PSHE curriculum – e.g. right/wrong, reasons
- British laws discussions – rules, consequences
- P4C debates and enquiries/P4C rules
- Rights of the child
- History themes – e.g. monarchy, Titanic
- Fire Drills/fire safety
- Learning Values
- Firework Code
- Road safety/Green Cross code
- E-safety rules

- Anti-bullying
- Rules for playground and other games
- Real PE - rules for games, making up own rules for games
- Community links
- Community officers
- Routines, transition rules
- Playtime equipment/rules

Individual Liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms

This is supported by:

Assembly themes, e.g. Remembrance, being a good friend

The Curriculum:

- EARA group
- ECO group
- Chatterbags (EYFS)
- Assembly themes
- Celebration assemblies
- P4C – agreeing and disagreeing, would you rather?
- Circle times – freedom to express ideas and views
- Key texts
- Learning values
- E-Safety
- Pupil voice
- RE curriculum
- PSHE/RHE curriculum
- History curriculum – e.g. famous nurses
- DT curriculum – e.g. choice of ingredients for cookies, choice of vehicle to make
- Choice of clubs offered to cover a variety of interests
- Self and peer assessment, check-it strips, learning ladders
- Community links
- Choices e.g. EYFS explore and challenge times
- EYFS following interests, child-initiated play
- Expressing feelings, zones of regulation feelings charts
- Dinner choices

- Sharing work
- Parents' evenings
- Role-play

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. The staff help children to understand how to respect by talking about how actions/words can affect others.

We aim to enhance children's understanding of different faiths and beliefs by learning about a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events.

This is supported by:

Assembly themes, e.g. Diwali, Harvest, Chinese New Year, Christmas, Easter, celebration assembly, open the book

The Curriculum:

- EARA group
- ECO group
- Key texts
- Range of resources – music, books, pictures, artefacts
- Role-play areas and environments
- Visitors to school
- RE curriculum – Living Difference IV syllabus, teaching about different religions and those with no religious beliefs, Christianity and Hinduism
- PSHE curriculum
- History curriculum – e.g. Florence Nightingale and Mary Seacole – women's rights
- P4C
- RADE books/resources e.g. Little Red Riding Hood versions from different cultures
- Tapestry and Dojo contributions/involvement from parents/carers/families
- Inclusion, SEND
- Discussions e.g. colour and clothes choices not gender specific – tolerating others' choices
- EAL, sharing languages and culture
- Community links
- Christingle celebration
- Open the Book assemblies

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