

British Value	How	Impact
Democracy	<p>Taught explicitly:</p> <ul style="list-style-type: none"> • how democracy works in the UK • Parliament, local councils, and voting systems • elections and manifestos • majority rule and minority rights • freedom of speech and debate • protest and democratic change • media literacy and misinformation <p>We run real democratic processes in school</p> <p>We have built in:</p> <ul style="list-style-type: none"> • school council elections • house captain voting • student manifesto speeches • tutor group representatives • pupil voice surveys • votes charity events • Votes for Schools 	<p>British Value: Democracy – Impact Evidence</p> <p>The promotion of democracy is embedded effectively across school life through a wide range of meaningful pupil leadership and voice opportunities. Pupils actively participate in school council elections, house captain voting, tutor group representative roles, manifesto speeches, pupil voice surveys, charity event voting, and Votes for Schools discussions. These experiences provide pupils with first-hand understanding of democratic processes, including campaigning, informed decision-making, fair voting systems, representation, and accountability. As a result, pupils understand that their views are valued and that they can influence change within the school community. This develops their confidence in expressing opinions, listening to others respectfully, and understanding that decisions are made through collective choice. The strong culture of pupil participation prepares pupils well for life in modern Britain by helping them understand how democracy works in the wider world.</p>
Rule of law	<p>Taught explicitly:</p> <ul style="list-style-type: none"> • why societies need laws • how laws are made in the UK • the justice system and police • rights and responsibilities • consequences of crime • restorative justice 	<p>British Value: Rule of Law – Impact Evidence</p> <p>The school promotes the British value of rule of law effectively through both explicit teaching and the consistent application of clear whole-school systems. Pupils are taught why societies need laws, how laws are created in the UK, the role of the police and justice system, rights and responsibilities, the consequences of crime, restorative justice, equality before the law, and the importance of human rights and protected characteristics. This explicit curriculum teaching is strengthened by clear, fair, and consistently applied school routines, including simple behaviour</p>

- equality before the law
- human rights and protected characteristics

We make school rules clear, fair, and consistent using

- simple behaviour expectations
- visible classroom routines
- consistent sanctions and rewards
- restorative conversations
- clear anti-bullying procedures
- attendance and punctuality expectations
- fair systems for appeals or reflection
-

We explain the reason behind the rules:

- phone rules → protect focus and wellbeing
- uniform → equality and belonging
- one-way system → safety
- online filters → safeguarding
- anti-bullying policy → dignity and protection

expectations, visible classroom systems, sanctions and rewards, restorative conversations, anti-bullying procedures, and clear expectations around attendance and punctuality. Pupils understand not only **what the rules are**, but also **why they are necessary**, such as phone rules to protect focus and wellbeing, uniform to promote equality and belonging, one-way systems for safety, online filters for safeguarding, and anti-bullying systems to uphold dignity and protection. As a result, pupils develop a strong understanding that rules and laws exist to keep people safe, ensure fairness, protect rights, and enable a respectful community to function successfully. This prepares them well to understand their responsibilities as citizens in modern Britain.

Individual Liberty

Taught explicitly:

human rights and freedoms
 freedom of speech vs harmful speech
 consent and bodily autonomy

British Value: Individual Liberty – Impact Evidence

The school promotes the British value of **individual liberty** through a carefully planned curriculum and a strong culture of pupil voice, choice, and respectful self-expression. Pupils are taught explicitly about **human rights and freedoms, freedom of speech in relation to harmful**

online identity and digital choices
prejudice, censorship, and oppression
laws that protect rights

Promotion of student voice

We *live* individual liberty through:

- school council
- wellbeing mentors
- diversity week
- pupil voice
- restorative conversations
- Platinum students

Staff model it by:

- listening to student opinions
- allowing respectful disagreement
- avoiding humiliation or over-control
- explaining the *reason* behind rules
- encouraging questioning
- respecting protected characteristics and beliefs

speech, consent and bodily autonomy, online identity and digital choices, prejudice, censorship, oppression, and the laws that protect individual rights. This learning is strengthened through meaningful opportunities for pupils to exercise their voice and influence school life through the **school council, wellbeing mentors, Diversity Week, pupil voice activities, restorative conversations, and recognition systems such as Platinum Students.** Staff consistently model individual liberty by listening to pupil opinions, allowing respectful disagreement, encouraging questioning, avoiding over-control or humiliation, and explaining the rationale behind expectations and rules. Respect for protected characteristics, beliefs, and personal identity is embedded in daily practice. As a result, pupils develop the confidence to express their views safely, make informed choices, understand personal responsibility, and recognise both their own rights and the rights of others. This prepares them well to participate confidently and responsibly in life in modern Britain.

Mutual
Respect

Teach it explicitly:

- empathy and perspective-taking
- respectful disagreement
- equality and protected characteristics
- healthy relationships and consent

British Value: Mutual Respect and Tolerance – Impact Evidence

The school promotes the British value of **mutual respect and tolerance** through a carefully sequenced curriculum and a culture of belonging that celebrates difference. Pupils are taught explicitly about **empathy and perspective-taking, respectful disagreement, equality and protected characteristics, healthy relationships and consent, anti-bullying and bystander behaviour, stereotypes, prejudice, discrimination, teamwork, and sportsmanship.** This

- anti-bullying and bystander behaviour
- stereotypes, prejudice, and discrimination
- teamwork and sportsmanship
-

Celebrate difference and belonging:
We built this through:

- Black History Month
- LGBTQ+ inclusion
- disability awareness
- faith celebrations and outside speakers
- diversity week
- wellbeing mentors
- assemblies on identity and belonging

We create structured opportunities for collaboration.

We use:

- mixed group tasks
- peer mentoring Platinum/Year 7
- paired reading
- team sports
- drama ensemble work
- charity and community projects
- cross-year leadership
- volunteering opportunities

learning is strengthened through visible opportunities to celebrate diversity and inclusion, including **Black History Month, LGBTQ+ inclusion, disability awareness, faith celebrations, external speakers, Diversity Week, wellbeing mentors, and assemblies focused on identity and belonging**. Structured opportunities for collaboration, such as **mixed group tasks, peer mentoring, paired reading, team sports, drama ensemble work, charity projects, cross-year leadership, and volunteering**, help pupils apply these values in meaningful contexts. As a result, pupils develop strong respect for difference, confidence in working positively with others, and the ability to challenge prejudice appropriately. Pupils understand that everyone deserves dignity, fairness, and belonging, and they are well prepared to contribute positively to diverse communities in modern Britain

Tolerance of different faiths and beliefs

Teach explicitly:

Teach:

- major world faiths and non-religious worldviews
- diversity *within* religions (not “all Muslims think...”)
- belief, identity, and belonging
- prejudice, stereotyping, and discrimination
- freedom of religion and belief
- the difference between disagreement and disrespect
- current issues such as Islamophobia, antisemitism, and hate crime

We use assemblies and key calendar moments

Use assemblies, tutor activities, and displays around:

- Ramadan / Eid
- Easter
- Diwali
- Holocaust Memorial Day
- Pride and belief diversity
- Human Rights Day

British Value: Tolerance of Different Faiths and Beliefs – Impact Evidence

The school promotes the British value of **tolerance of different faiths and beliefs** through explicit curriculum teaching, meaningful assemblies, and carefully planned opportunities to explore diversity in belief and identity. Pupils are taught about **major world faiths and non-religious worldviews, diversity within religions, belief, identity and belonging, prejudice, stereotyping and discrimination, freedom of religion and belief, and the distinction between respectful disagreement and disrespect**. Current issues, including **Islamophobia, antisemitism, and hate crime**, are addressed in an age-appropriate way so that pupils can understand the impact of intolerance and the importance of challenging prejudice. This learning is strengthened through assemblies, tutor activities, and displays linked to key calendar moments such as **Ramadan and Eid, Easter, Diwali, Holocaust Memorial Day, Pride and belief diversity, Human Rights Day**. As a result, pupils develop a secure understanding that beliefs and worldviews can differ both between and within communities, and that all people should be treated with dignity and respect. Pupils are increasingly confident in discussing difference thoughtfully, challenging stereotypes, and contributing positively to a diverse and inclusive school culture, preparing them well for life in modern Britain.