



Park Road Community Primary School

BRITISH AND SCHOOL VALUES POLICY

Version Number	1.1
Date policy last reviewed	September 2026
Policy Type	Good Practice
Owner	Headteacher
Approved By	Local Governing Body
Approval Date	September 2026
Next Review Date	September 2027

Review Date and Summary of Changes

Date of review	Summary of changes
October 2023	Calendar updated
October 2024, Version 1.1	Values updated
September 2025	Reviewed, section 7 wording updated
September 2026	Calendar updated

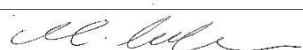
Signed by:



Headteacher

Date:

30/09/2026



Chair of Governors

Date:

30/09/2026

Contents:

Statement of intent

1. [Legal framework](#)
2. [Aims](#)
3. [Methodology](#)
4. [Value](#)
5. [Responsibilities](#)
6. [British Values and Community Cohesion](#)
7. [Values Programme](#)
8. [Monitoring and review](#)

Appendices

1. [Appendix 1](#)
2. [Appendix 2](#)
3. [Appendix 3](#)

Statement of intent

Park Road CP School understands the importance of supporting pupils to develop the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

This policy sets out the framework in which the school will ensure that it actively promotes the fundamental British values of:

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

These values are officially taught throughout the curriculum; however, the school recognises the importance of integrating the teaching of these values throughout all aspects of pupils' educational life, including through:

- assemblies
- extra-curricular activities
- wider opportunities, eg educational visits and work experience
- literature available at the school
- the promotion of spiritual, moral, social and cultural (SMSC) understanding

“At the heart of a successful school is a commitment by the school community to a clearly articulated set of values, which enables it to strive for excellence.”

Neil Hawkes 2000

“Education is the drawing out of the best in the child – body, mind and spirit.”

Mahatma Gandhi

1. Legal framework

This policy has been developed and written with due regard to all relevant legislation and guidance in place at the time, and will be reviewed and updated, annually, and in line with any changes in the law.

2. Aims

Park Road Community Primary School is a school committed to ensuring pupils receive a high-quality education. This reflects a caring, committed attitude, which helps all adults and children achieve the highest possible standards.

At Park Road Community Primary School, every individual is valued for who they are and what they contribute to the school. Values are principles that drive behaviour, influence our actions and attitudes, and become our scaffold for life. They influence our relationship with ourselves, others and our wider society.

The values promoted at Park Road Community Primary School are values which are important within the school community, and which will be important throughout life. They underpin all we do in school, and we strive to share, encourage and demonstrate positive values in order that our children understand them and grow to live by them.

3. Methodology

At the core of a values education is a set of agreed principles that underpin all aspects of school life and work for everyone within our community.

“The best way to transmit values is by example.”

Values are not dependent on race, culture, class or religion. The process of Values Education is holistic and developmental. Children need to have planned opportunities to explore, develop, practise and internalise lasting spiritual and moral values, in order to be prepared for the responsibilities and experiences of adult life.

4. Values

At the heart of our school are a set of core values. These underpin all aspects of our curriculum and school life.

We have three School Values, agreed by staff, parents, Governors and children. These are:

Persevere
Respect
Collaborate

Through a Values centred education, the community of Park Road aims to:

- provide a calm and caring community where all children and adults are valued equally
- raise expectations and secure positive attitudes to learning
- achieve a real, measurable and beneficial difference in behaviour and conduct.

- strive for happiness and a positive, responsible attitude towards school life
- ensure pupils and adults are challenged to reach the next step and reach their potential
- achieve the highest standards possible in supporting pupils to achieve
- encourage pupils to become creative and independent learners, using a variety of learning styles
- promote values to pupils in every aspect of school
- develop resilience, self-confidence and self-discipline
- respect and value others
- have excellent support and guidance from all staff in partnership with parents and governors
- encourage our school community to make healthy choices
- have a personal pride in being part of our school and the wider community
- for all staff to model the school and fundamental British values such as mutual respect, tolerance and the rule of law

5. Responsibilities

For all staff and adults working in the school to:

- have high expectations of what each child can achieve
- teach effectively, using a suitable approach, allowing children to learn and understand
- promote British and School values in the way in which adults interact with each other and pupils
- uphold public trust in the profession and maintain high standards of ethics and behaviour

For the curriculum to:

- teach a broad, balanced and relevant curriculum
- teach the National Curriculum to all children at all levels, according to their age and ability
- ensure children are prepared to become responsible citizens
- provide planned opportunities that develop attitudes and skills of pupils

Expected outcomes:

- qualitative improvement in pupils' behaviour and attitudes and, as a result, improvement in pupils' wellbeing
- quantitative improvement in standards and academic achievement
- improved ethos, relationships and pupil behaviour
- improved working conditions for children and staff
- a curriculum that develops spirituality and enables children to develop as reflective and responsible learners

6. British Values and Community Cohesion

At Park Road Community Primary School, we are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. We are

also committed to respond to community concerns or local disturbances in a positive way which supports British democratic society.

We believe that sharing our values with parents, carers and our community is essential in supporting our children through their journey in school and life. We acknowledge and understand the importance of the role that our community has to play and appreciate the need to inform them of the values work that we do.

We will ensure that:

- we share our values work through newsletters, website and value of the half term
- share resources, as appropriate, with parents and children, so that values work can be followed up at home
- parents can have access to information regarding the curriculum via the school website so they can fully understand the principles behind our curriculum and values education
- parents, carers and our community can celebrate our values work through assemblies, newsletters and the school website
- celebrate and embrace the diversity of our community

7. Values Programme

Our values work promotes introducing values and developing children's understanding of these. The values promoted underpin all developments and policies at Park Road School.

The school follows an annual programme for festivals and religious celebrations to develop respect and tolerance (appendix 3) through a programme for our values.

The values are introduced each half term through values assemblies and then planned into curriculum work across the school. Circle time and PSHE (Personal Social Health Education) lessons will be used as formal opportunities to discuss and promote values within each classroom with informal opportunities being used whenever possible.

The schools core values are displayed in classrooms and form a core part of whole school assemblies.

8. Monitoring and review

This policy will be reviewed by the policy owner every year. The next review of this policy is show on the title page.

Appendix 1

	Value Curriculum	HPL Values Attitude and Attribute (VAA)	Advanced Cognitive Performance Characteristics (ACPs)	PE
A1	Mission Statement 'Unique Individuals Learning Together'	Whole School Harvest	Meta- Thinking (Mia) - Meta-cognition - Self-regulation - Strategy planning - Intellectual confidence	Determination
A2	Values Persevere Respect Collaborate	Remembrance	Linking (Lewis) - Generalisation - Connection Finding - Big Picture Thinking - Abstraction - Imagination - Seeing alternative perspectives	Concentration
Sp1	Persevere	Hardworking (Hattie) - Practice - Perseverance - Resilience	Analysing (Annie) - Critical thinking or logical thinking - Precision - Complex and multi-step problem solving	Self-Belief
Sp2	Respect	Agile (Alex) - Enquiring - Creative and Enterprising - Open-Minded - Risk-Taking	Creating (Carlos) - Intellectual playfulness - Flexible thinking - Fluent thinking - Originality - Evolutionary and revolutionary thinking	Communication
Su1	Collaborate	Empathetic (Ellie) - Collaborative - Concerned for Society - Confident	Realising (Ria) - Automaticity - Speed and accuracy	Competition
Su2	Unique Individuals Learning Together		Meta thinking – self regulation Celebrate, review, embed	Teamwork

Appendix 2

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect** and **tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and enrichment activities.

Promoting British Values	
Value	How We Promote It
Democracy Links to school values: Respect Tolerance Understanding UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.	• We have a school teams system. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes things like the school teams and roles such as Play Leaders at lunchtime. Both in and out of school, children may take part in events raising money for local and national charities. • The beginnings of democracy are taught through historical research of the Ancient Greece civilisation. • Democracy is also promoted through additional PSHE lessons and assemblies. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
The rule of law Links to school values: Respect Co-operation Courage UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	• We have high expectations about pupil conduct, and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Champion of Excellence' and 'Golden Planet Award'. • Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality, knowing right from wrong and doing the right thing even when it's difficult. • The local police officer / PCSO visit the school to talk to the children and explain about their role in society. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
Individual liberty Links to school values: Respect Courage UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.	• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school values and the PSHE programme, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. • Children are taught how to keep themselves safe, including on-line. This is done through computing

Promoting British Values	
Value	How We Promote It
UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum.
Mutual respect Links to school values: Respect Friendship Co-operation UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from. UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.	• We have high expectations about pupil conduct, and this is reflected in our Behaviour Policy and Single Equality Policy. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies are delivered focusing on helping other pupils to understand specific special needs. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
Tolerance of different faiths and beliefs Links to school values: Respect Tolerance/Understanding UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.	• We have high expectations about pupil conduct, and this is reflected in our Behaviour Policy and Equality, Diversity and Cohesion Policy. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school. • This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.

Appendix 3

Spiritual, Moral, Cultural and Social Calendar		
Date	Events	Aims
September	Democracy - Election of School Teams To coincide with the election of our school teams, children will learn about democracy and how elections take place. Children will have the opportunity to stand for election and/or vote for a candidate. 	Social, Moral, Cultural For children to understand democratic processes For children to understand that we live in a democracy For children to understand that not all global citizens have the same rights
October	Harvest Festival Our whole school is invited to collect food for a local foodbank, celebrate Harvest in a shared act of collective thanks and worship 	Spiritual, Moral - To understand the importance of Harvest - To understand how we can support those who are in need - To promote collaborative partnerships with the local community
11 November	Armistice Day The whole school community join in a collective act of worship commemorating those who lost their lives in the service of their country 	Spiritual, Moral, Social and Cultural To help children understand the importance of commemoration
November	Anti-bullying week This year's theme is 'Make a Noise about Bullying' and focuses on what bullying means, how 'banter' can become something more hurtful, and what we can do to stop bullying. 	Social and Moral - To reinforce our school anti bullying ethos - To ensure children understand how 'banter' can become hurtful. - To ensure all children are equipped to recognise and challenge bullying behaviours
December	Advent/Christmas Whole school will take part in a range of activities and acts of collective worship. We also look at how Christmas is celebrated in other countries and use this as a MFL opportunity ie how celebrated in France 	Spiritual, Moral, Social, Cultural - To reflect upon and understand the true meaning of Christian faith - To understand how Christmas is celebrated in another country
April	Easter	Spiritual, Moral, Social, Cultural

Spiritual, Moral, Cultural and Social Calendar		
Date	Events	Aims
	Through RE lessons, children will look at why Christians celebrate Easter and the importance of this in their calendar.	- To reflect upon and understand the true meaning of Christian faith - To understand how Easter is celebrated in another country
April	Primary Arts Network Pupils experience and immerse themselves in the work of an artist. through aught sessions, they develop their knowledge as well as create pieces of art work.	Cultural To learn about respected artists in the world.
June	World of Work week Year 6 will be given the opportunity to create and run a business as part of the 'Grow £5' challenge set by the school PFA. They will develop ideas for a new business, create business plans, promote their ideas and explore profit and loss.	Social and Economic - To understand how to work as a team for a collective goal. - To understand the world of money and laws surrounding this.
July	Music Celebration	Cultural - To recognise the impact of musical artists in the world - To represent responses to their artists through dance, music and art.
July	Bastille Day As part of our MFL curriculum. Activities TBC	Social and Cultural - To celebrate and apply the French that has been learnt across school, KS2 in particular - To enrich understanding of a different culture