Yorke Mead Primary School

How we promote British Values

September 2026

Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- *Happy, positive individuals*
- *Responsible citizens who make a positive contribution*
- *Confident, resilient, healthy & life-long learners.*

DARE TO…

D - Determination
A - Ambition
R - Resilience
E – Enjoyment

T - Trust
O - Openness

BRITISH VALUES

The fundamental British Values are defined as:

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance and respect for all

Promoting British Values at Yorke Mead Primary School

Introduction
The DfE have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs."*
The government set out its definition of British Values in the 2011 Prevent Strategy, and these values were reiterated in 2014. British Values are in fact good values by which we are able to live together in a respectful and harmonious community. At Yorke Mead we are committed to the promotion of British Values.

AIMS
In the promotion of our school values and the British Values we aim to:

- enable children to develop their own self-knowledge, self-esteem and self-confidence
- enable children to distinguish right from wrong and to respect the laws of England and the United Kingdom.
- encourage children to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those in the school local area and in the wider society.
- encourage respect for other people, understanding and valuing the similarities and differences.
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for democracy and support for participation in the democratic processes.

To be able to promote the fundamental British Values it is important that children develop the following knowledge and understanding:

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- that the freedom to choose and hold other faiths and beliefs is protected in law.

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

- an understanding of the importance of identifying and combatting discrimination.

At Yorke Mead we believe children learn more by their active involvement in learning and by their own experiences that they do just by being told about something. Our work on British Values is no different to this.

How we learn:

10% of what we **READ**
20% of what we **HEAR**
30% of what we **SEE**
50% of what we **SEE** and **HEAR**
70% of what is **DISCUSSED** with others
80& of what is **EXPERIENCED PERSONALLY**
95% of what we **TEACH TO SOMEONE ELSE**

William Glasser

Democracy: ***making decisions together***

- Through our Philosophy for Children (P4C) sessions children learn that they have an opinion or viewpoint that counts, and they also learn to value the opinions and viewpoints of others.
- Each year the children of Yorke Mead decide upon their class rules and each child is given a voice in establishing what these rules will be and what they will look like in school.
- The school has a school council with all members voted for by the children. The school council meets regularly to discuss issues raised within the class and decide upon the charities the school will support.
- Pupil voice is a key part of school decision making. We hold regular talking assemblies when the children in key stage 2 are able to offer their thoughts and opinions on things within school. Subject leaders regularly consult children for their views about curriculum, teaching and learning opportunities.
- In developing any key aspects children are able to have their own say – e.g. working parties to help develop the school grounds.
- Children have an annual questionnaire through which they put forward their views on the school.

The Rule of Law: ***understanding rules matter***

- School rules and the school behaviour policy consistently teaches and reinforces the role of rules and laws within our communities.
- Children are taught the values and reasons behind laws; to govern and protect us through the discussions and democratic processes used to establish the rules.
- Children are taught to take responsibility for their own behaviour and to reflect upon both the consequences of their actions and the impact these have on others – this encourages children to understand the importance of upholding laws.
- Through assemblies, children learn to understand the difference and similarities between laws and rules.
- Visits from The Police, a Magistrate and Fire Services help us to teach children about the importance of laws and who upholds these in our communities.

Individual Liberty: ***freedom for all***

- By valuing all children, we encourage a positive sense of self, self-confidence and self-esteem.
- Open ended and active learning alongside the school 'DARE TO' values encourages children's confidence in their own abilities and freedom to take risks in a safe, supportive environment.
- Effective PSHE teaching (formal and informal) encourages children to understand their own feelings and those of others, and the importance of taking responsibility for their actions. Children learn that it is important to stand up for things they believe in and to challenge behaviours that will impact the liberty of others e.g. anti-bullying, anti-racist or homophobic actions or comments.
- P4C and a collaborative approach to learning teaches children to respect different viewpoints and how to respectfully challenge a point of view.
- Whether it be through choices of challenge in their learning, of how they record their work, of participation in our choice of school clubs or other opportunities pupils are given the freedom to make their own choices.

Mutual Respect and Tolerance: ***treat others as you want to be treated***

At Yorke Mead we fully understand that simply providing a range of multicultural resources falls short of providing a multicultural curriculum. We seek to actively promote mutual respect by creating a positive ethos of inclusivity. We celebrate the different faiths and beliefs both within our community and in the wider world. Our Religious Education scheme and assemblies enable the children to learn about the different faiths and to share in their celebrations.

- Mutual respect is at the heart of our school values. Children learn that their behaviours have an effect on others and that there are consequences for their actions
- Our broad, balanced curriculum teaches children an appreciation of and respect for other cultures, traditions, families, faiths and traditions. Children learn to understand that each and every one of us is a unique individual with strengths to offer to the community.
- Curriculum visits to places of worship and visitors to the school to support the curriculum help children to experience and learn firsthand about different faiths and cultures.
- Children learn to value the differences between people as well as the similarities and that we do not have to be like everyone else to be valued; we can be our own person. Likewise, they learn to value other people.
- During P4C staff will take the opportunity to develop tolerance of and respect for the opinion of others, whilst at the same time challenging stereotypical thinking.

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Democracy

I can influence the decisions in my school by sharing my ideas and opinions in class, with the school council and by talking to staff.

Responsibility

I recognise that my actions impact on other people and that I need to take responsibility for my own actions.

I understand that I am responsible for my own engagement in learning.

We all have responsibility to promote and protect the well -being of others.

Law

I understand the school rules reflect the rules in society and these rules should be respected for the benefit of all.

I understand that there will be consequences for my actions.

Respect

I recognise that we are all entitled to have different beliefs and opinions.

I understand everyone is entitled to have a voice within the classroom.

I will listen to others with the respect with which I would like to be listened to.

Tolerance

I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone

I understand the importance of showing sensitivity towards others in expressing my opinions.

Liberty

I have the right to my own opinion and choices.

I understand my opinions should not negatively impact others' individual liberty

I recognise that I am accountable for all of my actions.