

British Values



Courage, Compassion and Responsibility

How we promote British Values

Upton Heath C of E Primary School is part of the Chester Diocesan Academies Trust (CDAT). We prepare our pupils for life in modern Britain by actively promoting the fundamental British values of **democracy**, **the rule of law**, **individual liberty**, and **mutual respect** and **tolerance** of those with different faiths and beliefs. Actively promoting these values includes challenging opinions or behaviours in school that are contrary to them.

This statement reflects the following current requirements and guidance:

- The Department for Education (DfE) advice on promoting fundamental British values as part of pupils' spiritual, moral, social and cultural (SMSC) development, with supplementary guidance for academies and free schools.
- Ofsted's inspection toolkit, used from 10 November 2025. Under personal development and well-being, inspectors consider how well a school develops pupils' understanding of the fundamental British values, supports pupils to become responsible, respectful and active citizens, and promotes equality of opportunity, including an age-appropriate understanding of the protected characteristics in the Equality Act 2010.
- The Prevent duty (section 26 of the Counter-Terrorism and Security Act 2015), the current Prevent duty guidance and Keeping Children Safe in Education.

Our work is also shaped by the policies and support of CDAT and by our Church of England Christian vision and values.

Curriculum

- **EYFS and Key Stage 1:** Pupils learn about similarities and differences between ways of life in different periods, how changes within living memory reveal changes in national life, and events beyond living memory that are significant nationally. They also learn about the lives of significant individuals in the past who have contributed to national achievements.
- **Key Stage 2:** British history is taught through a carefully designed set of key skills for history as pupils develop their knowledge of British and local history. Periods studied include the Roman Empire and its impact on Britain, the settlement of Britain by the Anglo Saxons and Scots, the Viking and Anglo Saxon struggle for the kingdom of England, and local history.
- **Remembrance:** Our Key Stage 2 children have taken part in a Service for schools transmitted from the Tower of London. Pupils across school learn about the importance of Remembrance, children create a range of art projects to mark the occasion each year, and we purchase poppies and hold a two minute silence.
- **National celebrations:** We have celebrated the World Cup, the Olympics and Paralympics with themed sports days and special weeks, including a visit from Olympic torch bearer Mitchell Jones. Royal celebrations play a large part in our curriculum offer. For the Platinum Jubilee of Queen Elizabeth II, the whole school held a garden party, our choir was invited to sing for the Queen and one of our pupils designed the official Jubilee logo. Pupils have also been invited to Chester Cathedral to meet King Charles III and Queen Camilla, then the Prince of Wales and the Duchess of Cornwall.
- **Worship and RE:** Our daily acts of worship are very important to us. Here we regularly uphold the values of empathy, respect and tolerance. These are also taught in PSHE, citizenship and RE lessons and are modelled by staff in all of our daily interactions.
- **Outdoor learning:** Forest School and learning outside the classroom help pupils learn respect, tolerance and empathy. Our pond, hive and forest areas support whole class and small group work, and develop a love of the natural world and an appreciation of the native flora and fauna of our national heritage. All our classes are named after British trees.

Democracy

Each year children decide their class rules and discuss the rights and responsibilities that go with them. Every class creates a class charter which all pupils sign and agree to, and the class charters come together to form our whole school charter.

Pupil voice is high on our agenda, and a nominated school governor for Pupil Voice helps keep it a priority. Our school parliament members are democratically elected each year after sharing their manifestos with their class, and parliament meetings follow a democratic decision making process. Pupils complete questionnaires on their lessons, the environment and anything they would like to change, and all children have regular opportunities to talk to staff and share their views.

Democracy is explained in lessons and worship. Children are encouraged to follow the news in relation to voting and to debate current issues.

The Rule of Law

The importance of laws, whether they govern the class, the school or the country, is reinforced throughout the school day, in how we deal with behaviour and in worship. Pupils are taught the value and reasons behind laws, that laws govern and protect us, the responsibilities that come with them and the consequences when laws are broken.

Visits from the Police, Fire Service, Ambulance staff and other authorities reinforce this message. Our community police work closely with the school council on issues that matter to our school, in particular safe parking around school.

Individual Liberty

Pupils are actively encouraged to make choices, knowing they are in a safe and supportive environment. We provide boundaries so that children can make choices safely, and we teach them to know, understand and exercise their rights and personal freedoms, including how to do so safely, for example through online safety and PSHE lessons.

Pupils are free to choose their level of challenge, how they record their work and which of our many extra-curricular clubs and opportunities they take part in.

Mutual Respect

Respect is one of our core values, alongside excellence, enjoyment and reflection. Acts of worship regularly promote respect, and pupils discuss what it means and how it is shown. Respect is one of our half termly worship themes, and everyone from the community who contributes to our worship champions it. Posters around school, our classroom rules and our behaviour policy reinforce the message.

When a child does something well, their achievement is celebrated in our weekly Stars of the Week, to which parents and family are invited. Additional support is given to individual children to develop self-esteem and the concept of respect, and our Learning Mentor supports pupils who need it.

Tolerance of Those of Different Faiths and Beliefs

We help pupils understand their place in a culturally diverse society and give them first hand experience of that diversity. Our local vicar and church members visit school, including through the regular Open the Book assembly, and pupils study a variety of faith buildings.

We use worship to explore the similarities between religions. Our RE curriculum, which follows the Cheshire Agreed Syllabus, teaches pupils about and, most importantly, from other faiths. Misconceptions between religions are addressed, as are prejudices expressed in the community. Prejudice and prejudice-based bullying, including that relating to religion or belief and to the protected characteristics in the Equality Act 2010, are addressed through acts of worship and our PSHE and relationships education curriculum.

Young Citizens Awards

Our Young Citizens Awards bring our British values to life by recognising pupils who act as responsible, respectful and active citizens. The awards are built around our school values of courage, compassion and responsibility, which link directly to the fundamental British values and to our work on citizenship and character.

There are four levels: Bronze, Silver, Gold and Platinum. Each level asks for a greater degree of consideration and action from the pupil, and a wider community focus, so that children move from thinking about their own choices in school to making a difference in the wider community. Our aim is that every pupil takes part, across every year group, by the end of Year 6.

Keeping pupils safe from extremism

Promoting British values helps build pupils' resilience to extremist ideas. Like all schools, we have a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. We treat this as part of our wider safeguarding responsibilities, in line with Keeping Children Safe in Education and the current Prevent duty guidance, and in line with CDAT safeguarding policies.

Staff receive Prevent training and know how to recognise and report concerns through our Designated Safeguarding Lead. Pupils are given a safe space to discuss and debate difficult issues and to learn how to challenge extremist views, and our online filtering and safety measures help protect them from harmful content.

Sources

- [DfE: Promoting fundamental British values as part of SMSC in schools \(2014\)](#)
- [DfE: SMSC supplementary guidance for independent schools, academies and free schools \(2014\)](#)
- [Wrigleys: Ofsted's new education inspection framework from November 2025](#)
- [Extracts from Ofsted's State-funded school inspection toolkit, November 2025](#)
- [NATRE: Ofsted's new 2025 framework and what it means for RE](#)
- [GOV.UK: The Prevent duty, safeguarding learners susceptible to radicalisation](#)