



BRITISH VALUES POLICY

RGS The Grange
September 2026

M Egginton

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This policy applies to all children in the school, including those in the EYFS.

Policy Statement

At RGS The Grange, we define education as a journey of understanding - helping children comprehend how society functions and how they can contribute to positive change. Fundamental British Values (FBV) are not merely 'instructed'; they are arrived at through mutual exploration, critical analysis, and lived experience.

Fundamental British Values, outlined by the government as democracy, the rule of law, individual liberty, and mutual respect and tolerance to those with different faiths and beliefs, are an essential part of the curriculum and beyond. They are covered in a variety of different ways throughout the school, from EYFS to Year Six. All schools have a duty to 'actively promote' the fundamental British values to ensure young people leave school prepared for life in modern Britain.

This policy is drafted in accordance with:

- **The Education (Independent School Standards) Regulations:** Specifically Part 2 (Spiritual, Moral, Social and Cultural development of pupils).
- **The Equality Act 2010:** Regarding the promotion of respect for those with protected characteristics.
- **The Counter-Terrorism and Security Act 2015 (The Prevent Duty):** Ensuring pupils are safeguarded from radicalization and extremist views.
- **DfE Guidance (2014):** "Promoting Fundamental British Values as part of SMSC in schools."

Political Neutrality & Balance

In line with statutory requirements for independent schools, RGS The Grange precludes the promotion of partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, we ensure a balanced presentation of opposing views, allowing pupils to develop their own informed opinions.

Fundamental British values are rooted in respect and tolerance for people of all faiths, races and cultures. Pupils are encouraged to develop a deeper awareness and understanding of what it means to be a good citizen in Britain today. Pupil voice plays an

important part in driving the school forward and our Behaviour Boundaries, School Rules & Values and Class Contracts provide the foundation on which this can be achieved.

RGS the Grange School Vision

- Through excitement and challenge, children at RGS The Grange develop a joy of learning in an inspirational environment.
- Children experience a sense of beauty, awe and wonder.
- They are given opportunities to acquire a sense of responsibility within the community, and to nurture a compassionate and respectful attitude towards others.
- Children develop their moral values by gaining attitudes of sensitivity, fair mindedness and honesty.
- There are opportunities to develop a sense of individuality, to increase their self-esteem and to take pride in themselves and their achievements.
- Children learn both independently and cooperatively and acquire the lifelong skills of perseverance, communication and initiative.
- They experience physical and mental well-being through leading a healthy lifestyle.

Aims and Objectives of this policy

The primary aim of this policy is to ensure pupils leave RGS The Grange prepared for life in modern Britain. We aim to:

- Actively promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- Enable pupils to distinguish right from wrong and respect the civil and criminal law of England.
- Encourage pupils to take responsibility for their behaviour, show initiative, and contribute positively to their community and society as a whole.
- Ensure all staff uphold the Teachers' Standards (Part Two), maintaining personal and professional boundaries and not undermining fundamental British values.
- Foster an environment where all nine Protected Characteristics are respected.

British Values in the Curriculum and beyond

We aim to promote Fundamental British Values in a variety of different ways which are inherent to the ethos of RGS The Grange. There are intrinsic links to our learning about Fundamental British Values within specific curricular and co-curricular areas. Fundamental British Values are taught explicitly through Religious Studies, Personal, Social, Health, Economic Education and Relationship and Sex Education. British Values are focused on in other subjects, such as History, Geography (Humanities) and English.

British Values are also highly visible in certain tailored sessions throughout our Flourish and Fly sessions and in our Anti-Bullying Campaigns.

British Values through Assemblies:

At RGS The Grange, across the academic year, we hold regular whole school assemblies, year group, section and class assemblies, which focus on, or include, various aspects of Fundamental British Values. We welcome visitors to school to speak to the children and teach them about a range of subjects promoting Fundamental British Values. The pupils are engaged in projects, which contribute to the community or society as a whole, such as whole school local and national charity events and fund-raising initiatives.

RGS The Grange actively promotes the Department for Education's definition of British Values recognised as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

Democracy

Aim:

To encourage respect for the democratic process and participation in elective systems.

Objectives:

At RGS The Grange pupils will be provided with opportunities to develop their understanding of democracy, which will:

- promote a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities
- foster a greater appreciation of the rule of law

In practice this is delivered through:

- **Elections:** Formal elections to select School Councillors for each class from Year Three to Six, and House Captains elected by house members from Year One to Six.
- **Pupil Voice:** Class votes for winners of various in-school competitions, class votes on story books, taking part in debates in debating clubs
- **Curriculum:** Year Six units on Ancient Greece explore the foundations of democratic thought.
- **EYFS:** Children participate in small-scale democracy, such as voting on daily storybooks or activity choices.

The Rule of Law

Aim:

To ensure pupils appreciate that living under the rule of law protects individuals and that no one, including the government or police, is above the law.

Objectives:

At RGS The Grange pupils will be provided with opportunities to develop their understanding of the rule of law which will result in:

- an appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army can be held to account through Parliament others, such as the courts maintain independence.

In practice this is delivered through:

- **Accountability:** Pupils are taught why rules for conduct in and out of school are important; classes create and agree to the 'class rules or class contract'. Rewards and sanctions for following the rules or choosing not to follow the rules are embedded and used consistently by all.
- **The Judiciary:** Discussion of the separation of power between the executive (government) and the judiciary (courts).
- **External Links:** Visits from the Police, Fire and Ambulance Service, and visiting legal professionals (barristers/lawyers).
- **Ethics:** RS lessons examine the distinction between religious law and state law.
- **EYFS:** Staff in the Early Years discuss the rules of behaviour and ensure that all pupils understand the rules and that they apply to everyone. They are also taught to understand their own behaviour, the consequences of their behaviour and the effect that this can have on others. They are taught to distinguish right from wrong.

Individual Liberty

Aim:

To empower pupils to make informed choices within a safe and supportive environment, understanding that freedom is exercised within the boundaries of the law.

Objectives:

At RGS The Grange pupils will be provided with opportunities to develop their understanding of individual liberty resulting in an appreciation of:

- The right to believe, act and express oneself freely
- Individual Liberty as the protection of rights and the rights of others

It is seen in day to day life through the following:

- Equality and Human Rights
- Respect and dignity
- Rights, choice, consent and individuality
- Values and principles

In practice this is delivered through:

- **Autonomy:** Pupils make choices in all aspects of their work and life in school, e.g., lunch options, extracurricular clubs, and Flourish and Fly pathways.
- **Rights and Responsibilities:** Through PSHE and E-Safety, pupils learn to exercise their personal freedoms safely.
- **Anti-Bullying:** Pupils understanding how to tackle and prevent bullying in and out of school.
- **Growth Mindset:** Through the School's 'Learning Characteristics', we actively encourage pupils to take risks in learning, fostering the liberty to fail and try again without fear of judgement.
- **EYFS:** Staff in the Early Years encourage pupils to develop confidence in their ability to make good choices, to explore the language of feelings and responsibility, reflect on their differences and understand that they are free to have differing opinions.

Mutual Respect and Tolerance

Aim:

Our aim is to instil in the children, mutual respect and acceptance of those with different faiths and beliefs, and for those without faith; these differences should not be the cause of prejudicial or discriminatory behaviour. We aim to develop an understanding of the importance of identifying and combatting discrimination.

Objectives:

At RGS The Grange we approach Mutual Respect as the understanding that we do not all share the same beliefs and values. We should, therefore, respect the values, ideas and beliefs of others, whilst not imposing our own on others. It is the foundation for honesty, trust and meaningful communication. In order for relationships to remain healthy, both individuals must be equally respected and appreciated. Mutual respect is defined as a proper regard for the dignity of a person or position.

We look to develop respect of an individual's differences, which may be any of the following:

- Age
 - Disability
 - Gender Reassignment
 - Marriage and Civil Partnership
 - Sex
 - Sexual Orientation
 - Pregnancy and Maternity
 - Race
 - Religion or Beliefs
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- Socio-economic differences

In practice this is delivered through:

- **Inclusivity:** Pupils are encouraged to share and celebrate their unique identities. The school teaches an age-appropriate understanding of the problems of identifying and combatting discrimination. Celebrating diverse festivals (Hanukkah, Diwali, Eid) and visiting various places of worship.
 - **Community:** Regular support for charities, e.g., Remembrance Day, Christmas Jumper Day for Save the Children, The Magg Day Centre, Harvest Festival and alternative Advent Calendar - donations of food for the local food bank.
 - **Combatting Prejudice:** Age-appropriate sessions on identifying and challenging stereotypes and discrimination.
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- **Kindness:** Regular 'kindness reminders' and the Oak Award for Years Five and Six recognising exemplary social conduct.
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- **EYFS:** Staff in the Early Years promote an ethos of inclusivity and tolerance where each view, faith, culture and race is valued. Pupils are taught about different cultures and the similarities and differences between themselves and others. Staff also celebrate diversity and challenge stereotypes by sharing stories and providing resources and activities that challenge gender, cultural and racial stereotypes

Equality, Diversity & Inclusion

At RGS The Grange, the fundamental goal when promoting equality is to raise awareness and make sure that all individuals - children and staff are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race. Diversity within our school is about embracing our unique identities. This is not only about what we can see on the outside but the core of who we are and what makes us unique.

To promote Equality, Diversity and Inclusion in our classrooms at RGS The Grange, we:

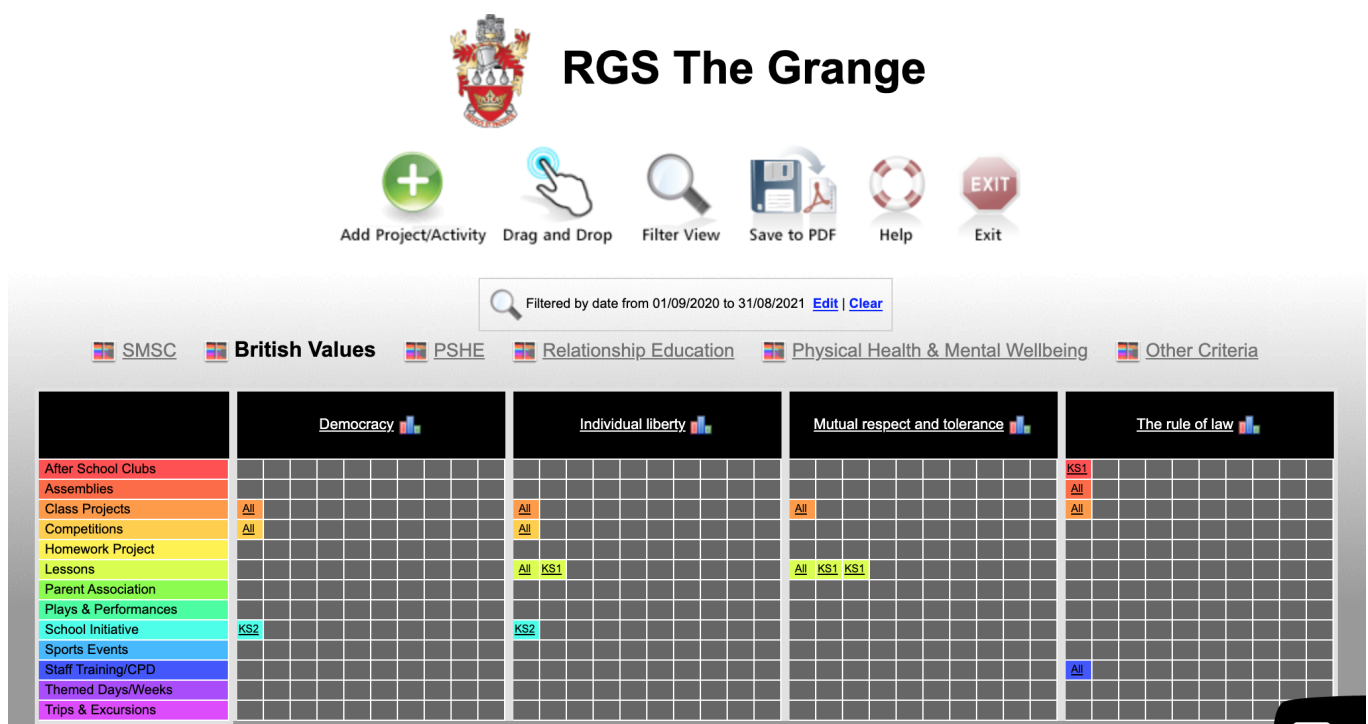
- challenge negative attitudes amongst students
- avoid stereotypes in curricular resources and examples
- set clear rules regarding how people treat each other
- treat all children and staff equally and fairly
- create an all-inclusive environment for children and staff
- actively use resources that have multicultural theme
- work to promote multiculturalism in the classroom
- create lessons that reflect and promote diversity in the classroom.
- ensure that all children have equal access to participation and opportunities.
- use a variety of assessment methods.
- use a range of teaching methods.
- ensure that all procedures and policies are non-discriminatory.
- ensure that classroom materials do not discriminate against anyone and are accessible to all even if this means adapting to audio, large print, coloured overlays, or keyboard

Support measures in place:

- celebration of diversity in our PSHE, RS and SMSC curriculum
- celebration of diversity through our assemblies
- neurodiversity assembly
- Intervention groups to support children with differing needs, Flourish and Fly, etc
- links within our local community – Worcester Community Trust, local schools
- links with diverse communities e.g., Ghana
- guest visits from parents and the wider school community to share their diverse culture, religion, and to talk about topics that explore equality and diversity
- a gender-neutral uniform policy
- children are given equal opportunities in sports activities
- the use of a variety of assessment methods
- the use of a range of teaching methods
- lessons that reflect and promote diversity in the classroom e.g., stories, discussions and debates
- resources that have multicultural themes
- resources that include diverse images
- children have equal access to participation and opportunities and adjustments are made in line with their needs
- themed weeks
- foods from the world
- the teaching of French & Spanish and the celebration of different languages (WoLLoW)
- utilising appropriate current news events
- discussion of items that come from abroad

Assessment

The assessment of a child's spiritual and moral development and their subsequent understanding of British Values is a complex task and there are no exams or formal assessments for fundamental British Values. However, we assess the children's understanding throughout lessons and activities, and also evidence their understanding through their conduct in school. We use the SMSC gridmaker to track, audit and evidence activities with a specific focus on British Values.



Equal Opportunities and SEND

- All teaching and non-teaching staff at RGS The Grange are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.
- All staff have access to information and should be aware of the individual and differing needs of pupils, including those who are able or talented and those with physical, emotional and learning difficulties.
- Appropriate differentiation will be made to meet pupils' needs and the delivery of the curriculum will embrace a range of teaching and learning styles.

Computing and Technology

Pupils use iPads in PSHE and RS lessons where appropriate, in addition to the wider curriculum. Pupils have access to the internet to research information. Rules and

guidance on the use of technology is circulated to the parents and pupils, and these are reinforced regularly. We produce an Online Safety Magazine for parents and also hold an Internet Safety Information Evening to support parents at home. The children are also taught about the safe use of technology daily in lessons and specifically through targeted C&IT lessons.

Coordinator's Role

The Assistant Head (Pastoral), Assistant Head (Academic), and PSHE Coordinator will be responsible for liaising with members of staff to discuss progress and keeping the policy updated.

Sponsor: Headmaster

Rewritten: May 2026 M Egginton

Review Date: June 2022

Review Date: September 2023

Review Date: September 2024

Review Date: September 2025

Review Date: May 2026

Next Review: September 2027