WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations · Unlocking Potential · Inspiring a Generation

British Values Statement

Written by: J. Williams

Approved by: Governing Body

Date: September 2026

Next Review: September 2029

1. Introduction

Woodmansey CE Primary School actively promotes fundamental British values through its curriculum, relationships and everyday life. Our aim is for every pupil to feel safe, valued and able to contribute, and to develop the understanding needed to participate responsibly in modern Britain.

Our vision, Building Strong Foundations, Unlocking Potential, Inspiring a Generation, is supported by our Christian values of hope, trust, respect and compassion. These help pupils put fairness, responsibility and care for others into practice. Our Christian character sits alongside respect for people of all faiths and beliefs, including those with no religious belief.

The four fundamental British values identified by the Department for Education are:

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

These values contribute to pupils' spiritual, moral, social and cultural development. Teaching is appropriate to pupils' ages, development and needs, and connects ideas with real experiences. The values are shared principles for life together; they do not require pupils to have the same identity, religion or opinions.

2. Democracy

Pupils learn that they can contribute to decisions, listen to others and explain their views. Each class elects two Pupil Council representatives following hustings and a secret ballot. Class Councils meet half-termly to debate issues and send recommendations to the Pupil Council. The PSHE lead coordinates the meetings in line with the Pupil Council Charter.

At its first meeting of the school year, the Pupil Council agrees its agenda and elects a chair and vice chair. Representatives debate class recommendations and vote on matters to take to monthly meetings with the Headteacher. Minutes are kept and representatives report decisions and responses back to their classes, so pupils can see what has happened to their ideas.

Annual pupil questionnaires give every child a further opportunity to comment on school life. Year 2 and Year 6 complete additional questionnaires. Whole-school survey findings and the school's response are shared with the school community. During learning walks and pupil discussions, leaders listen to different groups, including disadvantaged pupils, pupils with SEND, pupils working at greater depth and those who may be vulnerable. Staff support pupils who find it harder to communicate or participate.

Through PSHE, history, assemblies and relevant current events, pupils develop an age-appropriate understanding of representation, elections and how citizens can influence decisions. Assemblies and special days include elections, royal occasions, significant anniversaries such as VE Day and D-Day, Remembrance and cultural and sporting events. Pupils learn to give reasons, disagree respectfully and recognise that a majority decision must still respect the rights of others.

3. The Rule of Law

Pupils learn why rules and laws exist, how they protect people and why they apply fairly. The school's three key responsibilities, set out in the Good Behaviour Policy, emphasise compassion and respect, safe choices and honesty. Staff teach and model these expectations consistently, helping pupils understand consequences and repair harm.

Pupils contribute to reviews of the Good Behaviour Policy and discuss the rights and responsibilities that underpin it. Expectations apply in classrooms, on the playground and throughout the school day. Through discussion and pastoral support, children learn to distinguish right from wrong and understand how their conduct affects others.

School rules provide a starting point for learning about the law; pupils also learn that laws apply beyond school. As their understanding develops, teaching introduces the roles of Parliament, government, the police and independent courts. Pupils learn that people may follow different religious or personal beliefs while remaining subject to the law of the land.

Visits and contributions from the police, fire and ambulance services help pupils understand how public services protect people and why laws matter. Pupils are encouraged to ask questions, seek help and raise concerns when they believe something is unfair or unsafe.

Bullying, prejudice, aggression and abuse are challenged and addressed under the school's behaviour and safeguarding procedures. Responses are fair and proportionate, take account of individual needs and include reasonable adjustments where required. The Headteacher and governors review how these procedures work in practice.

The Diversity, International, Eco, Disability and Race Equality (DIEDRE) group considers the fair implementation of behaviour arrangements each term, including discriminatory incidents and how they have been resolved. Incidents of concern are recorded through Arbor/CPOMS in line with school procedures. Expectations of respectful conduct extend to pupils, staff, parents and carers.

4. Individual Liberty

Pupils are supported to develop confidence, self-knowledge and independence. Within a safe and supportive environment, they make meaningful choices about learning, interests, extra-curricular clubs and responsibilities. They learn that choices have consequences for themselves and others, with pastoral support to help them make safe and thoughtful decisions.

PSHE, relationships education and online safety teaching help pupils understand personal boundaries, privacy, safe choices and where to find help. They learn to recognise pressure, question information and tell a trusted adult when they are worried, including about something encountered online.

Pupils learn that freedom of belief and expression exists alongside responsibility to respect other people's rights and safety. They can explore ideas and ask questions without being pressured to adopt a particular belief. Staff challenge stereotypes and help pupils recognise and report bullying or discrimination.

Every pupil has a classroom responsibility and every Year 6 pupil has a school job. Roles include helping with events, the internal mail service, healthy break-time refreshments and environmental activities, supervised office tasks at lunchtime and support for younger children. These responsibilities give pupils opportunities to practise initiative, reliability and service. Roles are appropriate to pupils' ages and needs, with suitable adult supervision and support.

5. Mutual Respect and Tolerance

Respect for people of different faiths and beliefs, including those with no religious belief, is taught explicitly and modelled by adults. Pupils learn that people can disagree about ideas while treating one another with dignity. They are not expected to agree with every belief, but discrimination and harassment are unacceptable.

Religion and Worldviews, PSHE, literature, history and the wider curriculum help pupils learn about different communities and ways of life. Teaching develops accurate knowledge, challenges stereotypes and recognises diversity within communities as well as between them. It includes Christianity, other religions and non-religious worldviews, in line with curriculum planning and the locally agreed syllabus.

Collective worship, reflection, visits, visitors and links with faith communities deepen understanding. The annual programme includes a focus on a major faith and a minority faith alongside Christianity and non-religious worldviews, consistent with the locally agreed syllabus. Visitors share their beliefs and experiences in assemblies and lessons. Visits include places of worship from different faiths and a planned programme of visits to Christian centres across the year groups, including links with St Peter's Church. Staff prepare pupils to ask respectful questions and check that resources represent people fairly. Learning about festivals is connected to their meaning and to people's lived experiences.

Pupils learn to respect differences in ethnicity, religion, disability, sex, sexual orientation and family circumstances through age-appropriate teaching. Assemblies and classroom discussions about prejudice are followed up through Religion and Worldviews and PSHE. Staff and pupils challenge discriminatory language and behaviour, support those affected and follow the school's reporting and safeguarding arrangements. Incidents are recorded through Arbor/CPOMS and reviewed so that patterns inform action.

Remembrance is marked each year. All pupils visit St Peter's Church and the Woodmansey War Memorial for a personal, reflective service, helping them connect national remembrance with their own community. The school also marks Holocaust Memorial Day annually through an assembly and suitable learning. This is planned sensitively for pupils' age and readiness, using appropriate resources to develop understanding of prejudice, persecution and human dignity without exposing pupils to distressing detail beyond their developmental understanding.

6. Charity and Service

Charity and service express our Christian ethos and help pupils put care, responsibility and citizenship into practice. They complement the four fundamental British values rather than forming an additional value in the Department for Education's definition.

Citizenship Fortnight in November gives pupils opportunities to turn ideas into practical help for others. Children suggest fundraising activities, plan stalls and take responsibility for their contribution to the pupil Charity Fayre. Appeals support a chosen cause, while national events such as Comic Relief and Sport Relief provide further opportunities to take part. Previous appeals have included Cash for Kids. Staff help pupils understand the work of each chosen cause and the difference their support can make. Giving time, showing kindness and helping others are valued alongside fundraising.

Participation is inclusive and no child or family is put under pressure to donate. Fundraising arrangements follow school procedures, and pupils are supported to talk about people receiving help respectfully and without stereotypes.

7. The Rhythm of the Year

The school year provides shared experiences through which pupils develop belonging, responsibility and understanding of their own and other traditions. Celebrations, commemorations and enrichment are linked to meaningful learning and reflection, alongside the daily teaching and modelling of British values.

Woodmansey's established programme brings these values to life through familiar events and traditions. The school calendar includes:

- Harvest Festival; the Christmas Tree Assembly; Christmas assemblies, parties and carol singing; the Festival of Christmas; Easter Garden and worship;
- the local Remembrance service; Holocaust Memorial Day; significant historical anniversaries, royal occasions and celebrations of the British patron saints;
- the annual International Festival; Commonwealth Day, British Week and Thanksgiving learning; specialist lunches marking the national days of different countries;
- Citizenship Fortnight, the pupil Charity Fayre and other fundraising; Environment Week, eco activities and community service;
- three international sporting tournaments across the year; one Olympic or Commonwealth themed sports days; STEM Week, Drama Club and other arts activities; and

- Bikeability, Health Week and Staying Safe Week; Bonfire Night activities; the Year 5 and Year 6 residential visit every two years; and Year 6 transition and rites of passage.

The annual calendar sets out dates and arrangements, taking account of pupils' needs and current opportunities. Staff make the purpose of activities clear, consider barriers to participation and help pupils connect experiences with the values they are learning. Learning about a tradition does not assume that every pupil or family shares it.

8. International Understanding

International learning helps pupils recognise both shared human experiences and differences in language, culture and belief. It encourages curiosity, friendship and a sense of responsibility towards people beyond the immediate school community.

The annual three-week International Festival brings children, staff and families together to study a country through art, language, food, music and cultural experiences, with contributions from people from that country. The programme alternates a European country with countries from elsewhere, giving a focus on North or South America every four years and another part of the world every four years. The 2026 festival focused on Poland. Such shared experiences help pupils move beyond stereotypes and develop an informed interest in other people's lives.

The school achieved the International School Award in 2026. Its international links have included two schools in Germany and one in Poland. These partnerships provide a foundation for continued cooperation and friendship with schools and communities overseas, including European partners. This includes the project My Life in a Box. Its emphasis on children's experiences, rights and aspirations provides a useful example of how personal stories can challenge assumptions and build understanding.

Through curriculum study and international activities, pupils explore how people and places are connected. They learn that migration and exchange have helped shape Britain over time and that British identity includes a range of histories and experiences. Teaching also explores Britain's influence on other countries and how decisions made here can affect people elsewhere. Age-appropriate learning about the Commonwealth, the United Nations and NATO introduces international cooperation. Teaching uses accurate sources and avoids presenting any community as having a single story.

Current partnerships, projects and events are planned through the school's international and curriculum provision. Their value is judged by what pupils learn about others, the quality of relationships and their growing ability to engage respectfully with the wider world.

9. Safe Discussion and Safeguarding

Staff create a safe environment for questions and discussion, using clear expectations for respectful listening. Teaching about political issues is age-appropriate: staff do not promote partisan political views and take reasonably practicable steps to present opposing views in a balanced way. This does not require discrimination or harmful behaviour to be presented as acceptable.

Visitors, resources and activities are checked for suitability and consistency with school expectations, including safeguarding and political impartiality. Staff support pupils to distinguish fact from opinion and to question misleading information.

Concerns about a pupil's safety or susceptibility to radicalisation are shared promptly with the Designated Safeguarding Lead and managed through the school's safeguarding and Prevent procedures. Pupils' identities, faiths or lawful views are not, by themselves, evidence of a safeguarding concern.

10. Leadership and Monitoring

The Headteacher oversees this statement. Subject leaders identify relevant learning within the curriculum; all staff model the values and address behaviour that undermines them. Governors provide oversight and challenge through their monitoring of curriculum, personal development, equality and safeguarding.

Monitoring will consider pupils' learning and experiences, not simply a list of events. Evidence will include annual pupil questionnaires, additional Year 2 and Year 6 questionnaires, learning walks and discussions with different pupil groups, curriculum planning and work, Pupil Council minutes and feedback, staff observations and review of relevant CPOMS, behaviour and bullying information. Leaders will check that pupils with different needs can participate and be heard, and share survey findings and resulting actions with the school community.

As pupils move through school, they should increasingly be able to explain how they can influence decisions, why laws protect people, how to exercise freedom responsibly and how to recognise and challenge prejudice safely. Findings will inform teaching, staff development and school improvement.

11. Review

This statement is reviewed every three years. The next scheduled review is September 2029, or sooner if changes in guidance, school circumstances or monitoring findings require it. Related policies retain their own review cycles.