

Hipsburn Primary School

British Values

September 2026



Our aim is to ensure that every pupil regardless of background or starting point has access to a high-quality inclusive education that supports success and wellbeing

At Hipsburn Primary School we uphold and teach pupils about the British values which are defined as

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

These values are taught through:

Personal, Social, Health and Economic Education (PSHE), including

- 1) Relationships education
- 2) Relationships and sex education
- 3) Health education

We use the updated statutory guidance which will come into effect in September 2026

Personal, Social and Emotional Development in the Early Years (PSED)

Spiritual, Moral, Social & Cultural education (SMSC) – see Promoting fundamental British values as part of SMSC in Schools DfE 2014

Religious Education (RE). We use the Northumberland Local Authority RE Curriculum from September 2022.

SMSC is embedded in many aspects of the curriculum. We also teach the British values through planning and delivering a broad and balanced curriculum.

We take opportunities to actively promote British values through our assemblies and through our whole school systems, structures and approaches. Actively promoting British values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values including “extremist” views.

Democracy:

Democracy is an important value at our school. Adults in school model the values of respect, responsibility, perseverance and creativity and these are in turn modelled by the children. The children have worked together and agreed a code / class rules which we at Hipsburn Primary School actively work and strive to abide by.

These stem from the whole school four key rules:

Be courteous

Respect each other

Look after our school

Be safe

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently and appropriately reinforced throughout the school day. Our system for behaviour management is aligned to an agreed set of rewards and sanctions to enable children to meet the agreed expectations. Jewels are rewarded for following codes and living by the chosen set of rules. Pupils are taught the value and reasons behind laws - that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices through the provision of a safe environment and planned curriculum. Our pupils are encouraged to know,

understand and exercise their rights and personal freedoms and are supported to make these choices and how to exercise these safely.

Mutual Respect:

Respect is one of the values taught and modelled within lessons, assemblies and around school. Here at Hipsburn Primary School we enable our pupils to contribute positively to the lives of those living and working in the locality of our school. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable age related tasks and responsibilities.

Tolerance of Those with Different Faiths and Beliefs:

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Hipsburn Primary School enhances pupils' awareness and understanding of different faiths and beliefs through religious education days; PSHE, PSED and visits. Beliefs, traditions and customs from around the world are studied, with visitors being invited in to our school to enrich and extend understanding. Through these activities our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination.

RE and British Values (linked to SACRE RE New Syllabus – September 2022)

From September 2014, school inspection in England explores and judges the contribution schools make to actively promoting British Values. RE can make a key educational contribution to pupils' explorations of British Values, and excellent teaching of RE can enable pupils to learn to think for themselves about them. Questions about whether social and moral values are best described as 'British Values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for the purposes of teachers of RE, the subject offers opportunities to build an accurate

knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole-school issue.

Mutual tolerance

Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum, attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

Democracy

In RE, pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE, pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person’s status or wealth. They have the opportunity to examine the idea that the ‘rule of law’ focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Reviewed July 2026