Promoting British Values at Codicote School

This statement document was reviewed in October 2025.

The DfE has 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 and mutual respect and tolerance of those with different faiths and beliefs."

The Government's definition of British values is set out in the 2011 Prevent Strategy; in 2014, it became statutory to publish how these are promoted in each school.

At Codicote school, the values sit alongside the aims of the school:

- To offer our children the best possible education within the context of a caring, Christian community.
- To provide a happy school environment where everyone feels secure and valued.
- To work in partnership with parents in the education of their children and encourage their involvement & support.
- To teach the skills of seeking knowledge independently and to nurture a love of
- learning.
- To enable high standards to be achieved across the curriculum through the acquisition
- of knowledge, skills and understanding.
- To foster the development of high self esteem, through positive action and statement.
- To expect high standards of behaviour, with respect and consideration shown by everyone, both within the school community and outside in the wider world.
- To develop a concern for the environment, and an understanding of the world in which we live.
- To develop an understanding of the Christian Faith, and to foster spiritual growth.
- To prepare children for the next stage of their education, and for adult life.

They are promoted through the curriculum as well as within the life and work of the school.

Democracy

The children learn about democracy in a range of contexts which are meaningful to them - for example, our School Council, House system, within Collective Worship and through curriculum area such as history.

School Council	Our school council meets regularly to discuss issues, monitor the work of the school, and to agree ways in which provision for education can be further enhanced and developed. There are two elected school council members from each class. The School Council has a budget and control over how this is spent.
House Captains	House captains are elected each year, following speeches made by those wishing to stand for election. Children vote for the children they would like to lead their team.

Pupil Survey	Every year, there is a pupil survey, and children are encouraged to express their views freely – the results of these are analysed and fed back to children.
Curriculum Areas	History – Ancient Greece civilisation PSHE & Citizenship – Year 6 study of The House of Commons Speaking & Listening – Debates and discussions
Eco Team	Areas for development are discussed and agreed on within the Eco Team.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout each day, as well as when dealing with behaviour and through school assemblies. Clear structures provide a clear framework, within which the children can develop an understanding of how good laws and rules benefit everyone. Children 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.

School Rules	The school has an agreed Code of Conduct for everyone. This was drawn up with the School Council and is displayed in every room.
Class rules	Each class draws up sets of rules to follow, in agreement with each other, to benefit everyone in the class.
Safety	Children are taught about rules which apply to everyone, to keep us safe. These include: e-safety, electrical safety, water safety, fire safety, rules for using equipment – including outdoor play equipment.
The Curriculum	Science & PSHE - Drugs education PE – Rules in sports and games Circle time – turn taking
Events and activities	The children in Year 6 are provided with free 'Bikeability' sessions to teach the children how to ride their bike safely and to know and understand the rules of the road.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through the provision of a clear context for learning, and a framework of expectations, boundaries are provided, within which the children are safe and empowered to make choices.

Children are respected as individuals, and are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-Safety lessons.

Choices	Children have opportunities to make choices for themselves across a range of activities in school. In Foundation Stage, children make independent choices during child initiated play. At breaktimes, children choose what to play, and with whom. There are individual opportunities for further study in topics within curriculum areas. Options to take on additional responsibilities include Library duties, caring for the school pets and participating in the ECO team, standing for election as House Captain or School Council, and undertaking class based responsibilities. Children have the option to participate in the numerous extra-curricular clubs available free.
Events	Remembrance Day, Holocaust Day, study of people such as Nelson Mandela
Curriculum	History – Ancient Greece & Ancient Rome, Seaside holidays RE – respect of individuals to have a faith or no faith.

Mutual Respect

Mutual respect is at the heart of our values, and is clearly articulated in our Code of Conduct. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

PE	Children are expected to demonstrate respect in participating in school and at external events. The RESPECT charter is at the core of the Sports Partnership to which the school belongs to.
Circle time	A high standard of mutual respect is expected in the conduct of children during circle time, and during other times when children express their views and opinions.

Tolerance of those of Different Faiths and Beliefs

We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all of this are a range of curriculum themes, which include a study of diverse cultures and traditions. We place a great emphasis on promoting diversity within the school and wider world.

We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

Visits and visitors	Children visit places of worship that are important to different faiths, and visitors are invited into school, as appropriate to topics studied. Families from a range of cultural backgrounds are invited to share their cultural heritage in school.

Curriculum	WOW! days to celebrate different festivals such as Chinese New Year are used to build an understanding of cultural similarities and differences, and include music, art, dance and food. Geography – study of different countries with distinct cultural identities and the rejection of stereotypes.

These values are implicitly embedded through the ethos of our school and curriculum. The way in which these are reflected within each curriculum area is evaluated regularly.