

**This policy was reviewed in: May 2026**

**This policy is due to be reviewed in: May 2028**

**This policy applies to the whole school including EYFS**

*May 2026: A change has been made to the section headed "How Fundamental British Values are promoted at Pipers" on Page 3. The paragraph is marked by a line.*

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## Introduction and Aims

The values of the School are embodied in the mission statement and the aims of the school. These reflect the ethos of Pipers and our expectation that shared values are fundamental to our strength as a community.

All schools are required to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these values. The fundamental British values as defined by The Department for Education which takes its definition of British values from the Home Office's Prevent duty guidance: for England and Wales (December 2023) are:

- **Democracy:** Respect for democracy and support for participation in the democratic process
- **The rule of law:** Respect for the basis on which the law is made and applies in England
- **Individual liberty:** Support and respect for the liberties of all within the law
- **Mutual respect and tolerance:** Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

We aim to ensure that all students understand that while different people may hold different views about what is “right” and “wrong”, all people living in England are subject to its law.

## Government Advice to guide school policy

The Independent School Standards: guidance for independent schools 2019

The regulations state that to meet the standard for the SMSC development of students, the proprietor of the independent school must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views

The balanced presentation of opposing views applies while students are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

Schools must also ensure they actively promote principles that:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

## British Values: expectations for students

The DfE non-statutory guidance of 2019 advises as follows:

- An understanding as to how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their safety and wellbeing
- An understanding 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 courts, maintain independence
- An understanding that the freedom to hold other faiths is protected in law
- An acceptance that people having different faiths or beliefs to oneself (including those who leave their faith, or those who hold no faith), should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting unfair or illegal discrimination

## How Fundamental British Values are promoted at Pipers

Across the entire curriculum, both academic and pastoral, and through many extra-curricular activities, fundamental British Values are actively promoted. Fundamental British Values are taught explicitly in Life Skills; a poster outlining the Values is displayed on all form boards. The examples below describe some of the ways in which Pipers School works to promote Fundamental British Values through the ethos and life of the school, for example through a broad and balanced curriculum, and through social, moral, cultural and spiritual development.

### Democracy

- Students study democracy in subjects such as History, Politics and Life Skills.
- Students are involved in Democratic processes e.g., mock elections
- Student surveys about issues such as bullying encourage them to share their views and opinions with the confidence that they will be listened to
- Students have input into the Prefect process
- Students make decisions in their Houses on choices such as which charity to support
- Students vote on key issues through the Student Council

### Rule of Law

- We have a clearly structured behaviour policy which all students understand and follow
- Assemblies/talks are delivered with a focus on the law e.g. Internet safety talks – with sessions for students of different age ranges

### Individual Liberty

- Students have key roles and responsibilities in school including Senior Prefects, Heads of Houses and other House posts of responsibility, Lost Property Reps, Sixth Form Committees, Subject Leaders, Student Parliament representatives and Playground Friends
- Students of all ages are actively encouraged to make choices – educating and providing boundaries for children to make choices safely

### Mutual respect

- The School's Life Skills (PSHE) curriculum embodies values of mutual respect through units of learning such as relationships and being a responsible citizen
- Respect is embedded within our whole School Rules and Code of Conduct

- Programmes of study in form times encourage students to respect each other's views and build positive relationships
- Students are encouraged to respect each other's diverse backgrounds
- The students undertake a variety of charitable initiatives in support of communities both in the UK and overseas

### **Tolerance for those with different faiths and beliefs**

- Our RS curriculum provides a broad and balanced education on a range of faiths, religions and cultures
- Through a rich and challenging humanities curriculum, and through a focus on key events in British History – students are encouraged to reflect upon their role in a diverse, multicultural and multi faith society
- Junior and Senior Debating societies exist to provide students with a forum through which they can explore and discuss cultural, social and moral issues in a structured way
- Assemblies and other whole school activities reflect a range of faiths and beliefs across the year

### **Monitoring**

An annual audit is undertaken to ensure that all areas are covered by the Deputy Head Pastoral.