



British Values at Red Hill Primary School



At Red Hill Primary School, we actively promote British Values through our school ethos and curriculum. We aim to support all pupils in becoming responsible, respectful and active members of society who are well prepared for life in modern Britain.

We want our children to develop the knowledge and understanding needed to make a positive contribution to their communities and the wider world. The fundamental values we promote include:

- **Democracy** – Learning how individuals can take part in making decisions and have their voices heard through democratic processes.
- **The Rule of Law** – Understanding the importance of laws in keeping people safe and ensuring fairness in society.
- **Mutual Respect** – Valuing others and recognising the need to treat everyone with kindness and consideration, regardless of differences.
- **Tolerance of Different Faiths and Beliefs** – Encouraging openness and acceptance of others with different religions, beliefs or no belief, and rejecting prejudice of any kind.
- **Individual Liberty** – Supporting children to make informed choices and to understand that they have the right to express their views and beliefs within the boundaries of the law.

These values are woven into daily life at Red Hill and are reflected in the way we learn, work and treat one another. Through this approach, we aim to help every child grow into a thoughtful and respectful citizen.

Democracy					
What does democracy mean at Red Hill? At Red Hill, democracy means fairness, choice and respect. We believe everyone—children and adults—should have a voice in shaping our school. Through votes, discussions and shared decision-making, we learn that listening to others and respecting different opinions are key to a strong community. Pupils learn that: • Their ideas can be shared and listened to • Others should be respected and heard • They are responsible for their learning and school life • Everyone’s voice is important Democracy at Red Hill isn’t just about voting—it’s about building a community where everyone contributes and grows together.					
How do we learn about democracy at Red Hill?	Whole school	EYFS	KS1	LKS2	UKS2
	At Red Hill, democracy is promoted so that pupils understand the importance of fairness, representation and having a voice in decision making. Each year, pupils take part in the Head Pupil campaign. Candidates deliver speeches to the school before every child cast an anonymous vote in ballot boxes, reflecting democratic practice in wider society. Eco and school council representatives are also elected by their peers in class votes. Councils meet regularly, gather ideas, share feedback with classes and encourage pupils to act on agreed decisions. Pupil voice is valued across the curriculum. Subject leaders collect children’s views to shape subject development and show pupils that their contributions make a difference. Leadership opportunities such	The reading and studying of: “Absolutely Too Small for School” and “Marvellous Me.” Lessons about how children see themselves as a valuable individual with own interests/strengths and how this contributes to school life, family life and society. Within the PSHE scheme we use here, Jigsaw, every lesson follows a Learning Charter, where children agree to allow others to learn,	In CUSP Reading children read: Aesop’s Fables The Boy Who Cried Wolf, Aesop’s Fables - The Goose that laid the Golden Eggs where children are able to form, share and listen to other people’s opinions on the character’s actions, considering if they are the choices they would make and what we can learn from them. Within the PSHE scheme we use here, Jigsaw, every lesson follows a Learning Charter, where children agree to allow others to learn,	In CUSP Reading children read: Greta and the Giants to enable children to form, share and listen to opinions on important matters of global warming. Within the PSHE scheme we use here, Jigsaw, every lesson follows a Learning Charter, where children agree to allow others to learn, treat others with respect and listen to everyone’s ideas.	In CUSP Reading children read: Pig Heart Boy to form, share and listen to opinions on important matters of health and transplants. Within the PSHE scheme we use here, Jigsaw, every lesson follows a Learning Charter, where children agree to allow others to learn, treat others with respect and listen to everyone’s ideas.

	as the Year 6 Junior Leadership Team, with roles including prefects, sports leaders and digital leaders, give pupils responsibility and help them understand accountability. Assemblies across the year focus on British Values, providing pupils with regular opportunities to reflect on democracy and its role in life in modern Britain.	treat others with respect and listen to everyone’s ideas.	treat others with respect and listen to everyone’s ideas.		
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Rule of Law					
What does Rule of Law mean at Red Hill? The rule of law ensures fairness, safety and order in society. Rules and laws guide behaviour, protect rights and help communities live and work peacefully together. At Red Hill, we value clear boundaries and consistent expectations so that our school is a safe and happy place for all. Working with parents and carers, we teach children to understand the reasons for rules, make positive choices and take responsibility for their actions. Pupils learn that: • Rules and laws keep everyone safe and treated fairly • Human rights must be respected • Following rules is a shared responsibility • Understanding the law prepares us for adult life					
How do we learn about rule of law at Red Hill?	Whole school	EYFS	KS1	LKS2	UKS2
	At Red Hill, the rule of law underpins our ethos of <i>Building Bright Futures</i> and the academy ethos of <i>Safe Happy Learning</i>. Pupils are taught that rules keep everyone safe and that choices bring responsibilities as well as rights. Our behaviour policy is shaped by the <i>Red Hill Stars</i> and personal goals, which guide children to make positive choices. Staff model respectful relationships and high standards of behaviour so pupils know what is expected. Each class creates and signs its own rules, supported by the behaviour triangle, reflective time and clear consequences. Zones of regulation in every classroom help pupils manage their feelings. Through assemblies, PSHE and curriculum experiences, pupils explore right and wrong, choices and consequences and personal safety such as water, fire and stranger danger. Visits from the police, fire service and PCSO, as well as school council visits to the Houses of Parliament, extend understanding of law in wider society. We also promote good attendance and have clear procedures to support those who find it difficult. Staff follow a code of conduct which ensures consistency and fairness across the school. These approaches help pupils see that rules and laws are essential for a safe, fair and happy community and prepare them for life beyond Red Hill.	The reading and studying of: “The Colour Monster” is where we begin to enable children to express their feelings and consider feelings of others which leads in well to the introduction of class/school rules, consequences and rewards. In PSHE: HM (Healthy Me) Being and keeping safe and healthy, this topic discusses our right to life and health car and their own personal responsibility for keeping themselves healthy. It also has Think about everyone’s right to learn woven throughout certain topics.	In PSHE: HM (Healthy Me) Being and keeping safe and healthy, this topic discusses our right to life and health car and their own personal responsibility for keeping themselves healthy. Think about everyone’s right to learn woven throughout certain topics. From Year 1, every child in the school hears Head Pupil speeches and does a ballot vote. The process is explained in class and in assembly.	In PSHE: HM (Healthy Me) Being and keeping safe and healthy, this topic discusses our right to life and health car and their own personal responsibility for keeping themselves healthy. Think about everyone’s right to learn woven throughout certain topics. From Year 1, every child in the school hears Head Pupil speeches and does a ballot vote. The process is explained in class and in assembly.	In PSHE: HM (Healthy Me) Being and keeping safe and healthy, this topic discusses our right to life and health car and their own personal responsibility for keeping themselves healthy. Think about everyone’s right to learn woven throughout certain topics. From Year 1, every child in the school hears Head Pupil speeches and does a ballot vote. The process is explained in class and in assembly.

Mutual Respect					
What does mutual respect mean at Red Hill? At Red Hill, mutual respect means recognising the dignity of others and valuing different beliefs, ideas and backgrounds. It is the foundation of trust, honesty and positive relationships. Respect is central to our ethos and is promoted daily through the Red Hill Stars and our personal goals. Staff model respectful relationships and behaviour so that pupils learn to do the same. Pupils learn that: • Diversity should be celebrated • Differences linked to race, culture, gender, religion, health, family or background should be respected • Stereotyping, prejudice and discrimination are not acceptable • Mutual respect helps build safe and positive relationships					
How do we learn about mutual respect at Red Hill?	Whole school	EYFS	KS1	LKS2	UKS2
	At Red Hill, mutual respect underpins our ethos of Building Bright Futures and the academy ethos of Safe Happy Learning. It is reflected in our behaviour policy through the Red Hill Stars and our personal goals which guide pupils to make good choices and value others. Staff model positive relationships daily and pupils take ownership by signing class rules. Behaviour is supported by the behaviour triangle, zones of regulation and high expectations from all staff. Respect is promoted through assemblies, weekly achievement celebrations and half termly Red Hill Stars. Leadership opportunities such as head pupils, the Junior Leadership Team, school council and eco council give pupils responsibility and a voice. Assemblies and events also raise awareness of Diwali, Eid, Easter, Christmas, Remembrance, Mental Health Week, Children in Need, women’s rights, family diversity, LGBTQ+ inclusion and Black History Month. During Black History Month we welcome workshops and visiting speakers, and on International Women’s Day local women share their careers and successes. Respect is reinforced across the curriculum, especially in RE and PSHE, through our equality policy, class pioneers representing a wide range of identities and through eco council activities such as community litter picking.	The reading and studying of: “The Colour Monster” Express their feelings and consider feelings of others increasing empathy and mutual respect. “The Naughty Bus” helps children to collaborate with children in creating rules and expectations. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	In CUSP Reading children read: Little People Big Dreams (DA), Fantastically Great Women Who Changed the World and The Proudest Blue. This helps to reaffirm the message that it’s good to be different and that differences are to be celebrated. The proudest Blue, in particular, discusses child’s journey to explain the significance of her hijab. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	In CUSP Reading children read: The Boy at the back of the class, Young, Gifted and Black (Caged Bird - Maya Angelou). Both of these texts help to reaffirm the message that it’s good to be different and that differences are to be celebrated. They allow children to consider immigration and to empathise what it must be like to have to leave your home and start again in a new country. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	In CUSP Reading children read: All Aboard the Empire Windrush, I am not a label, Roof toppers where stereotypes are challenged, debates take place and cultural differences, gender stereotypes are discussed. Pig Heart Boy allows children to learn about a discuss cultural differences in modern medicine and different religious views on transplantation. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique

Tolerance					
What does tolerance mean at Red Hill? At Red Hill, tolerance means accepting that others may have different views, beliefs and ways of life. It is closely linked to mutual respect and ensures that everyone is treated fairly. We actively teach tolerance through assemblies, PSHE and everyday school life. Pupils learn about different cultures, faiths and traditions and are encouraged to celebrate diversity. They are given opportunities to work together, share ideas and resolve disagreements fairly so that tolerance is understood in practice, not just in principle. Pupils learn that: • Diversity should be celebrated • Differences linked to race, culture, gender, religion, health, family or background should be respected • Prejudice, stereotyping and discrimination must be challenged • Tolerance and respect help people manage conflict and build positive relationships					
How do we learn about tolerance at Red Hill?	Whole school	EYFS	KS1	LKS2	UKS2
	At Red Hill, tolerance is rooted in our ethos of <i>Building Bright Futures</i> and the academy ethos of <i>Safe Happy Learning</i>. It is supported by our behaviour policy, the <i>Red Hill Stars</i> and our personal goals which all include respect. Staff model positive relationships daily and behaviour around school focuses on good choices, self-regulation and high expectations. Assemblies, theme days and workshops celebrate diversity and challenge stereotypes. Pupils lead assemblies on class pioneers from different cultures, genders, disabilities and orientations. Events such as Diwali, Eid, Christmas, Easter, Remembrance, Children in Need, Mental Health Week, Black History Month and International Women’s Day give pupils opportunities to reflect on tolerance. Year 6 also perform a Christmas carol concert at the local church. Tolerance is taught across the curriculum, particularly in RE, PSHE and topic lessons, and is underpinned by our equality policy. Class pioneers reflect the diversity of the world and discriminatory behaviour or views are always challenged.	The reading and studying of: “We are All Different” and “Elmer” reaffirming the message that it’s good to be different and that differences are to be celebrated. Elmer is particular is a helpful way of showing how we do not tolerate leaving people out, or treating them differently because they are different. “Handa’s Surprise” is used as a core text notice similarities and differences of others, other countries, discuss heritage, cultural clues in pictures. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	In CUSP Reading children read: Little People Big Dreams (DA), Fantastically Great Women Who Changed the World and The Proudest Blue. This helps to reaffirm the message that it’s good to be different and that differences are to be celebrated. The proudest Blue, in particular, discusses a child’s journey to explain the significance of her hijab. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	In CUSP Reading children read: The Boy at the back of the class, Young, Gifted and Black (Caged Bird - Maya Angelou). Both of these texts help to reaffirm the message that it’s good to be different and that differences are to be celebrated. They allow children to consider immigration and to empathise what it must be like to have to leave your home and start again in a new country. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	In CUSP Reading children read: All Aboard the Empire Windrush, I am not a label, Roof toppers where stereotypes are challenged, debates take place and cultural differences, gender stereotypes are discussed. Pig Heart Boy allows children to learn about a discuss cultural differences in modern medicine and different religious views on transplantation. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique

Individual Liberty					
What does individual liberty mean at Red Hill? At Red Hill, individual liberty means having the freedom to believe, act and express yourself while respecting the rights of others. It is about valuing personal choice and encouraging pupils to use their voices responsibly. We encourage individuality by celebrating pupils’ talents, interests and achievements across school life. Children are given opportunities to make choices in their learning, share their views and take part in activities that build confidence and independence. This helps them understand that freedom comes with responsibility. Pupils learn that: • Everyone is special and unique • Diversity should be celebrated • It is important to express ourselves freely • Beliefs, thoughts and opinions can be shared without judgement • Taking positive risks is encouraged					
How do we learn about individual liberty at Red Hill?	Whole school	EYFS	KS1	LKS2	UKS2
	At Red Hill, individual liberty is about pupils having the freedom to share their views and make choices while understanding the responsibilities that come with them. Pupil voice is promoted across school through the school council which collects ideas from classes, shares feedback in meetings with senior leaders and represents the views of all pupils. Children are encouraged to express their thoughts and opinions in a safe and supportive environment. Worry monsters in classrooms give pupils another way to share feelings, and staff model positive relationships so that every voice is respected. Stereotypes are challenged and equality is discussed regularly, supported by the school’s equality policy. Choice is built into daily life through school dinners, after school clubs and challenge zones in lessons. Careers Week further supports aspirations for the future by encouraging children to see a wide range of possibilities. These experiences help pupils grow in independence, confidence and responsibility while recognising that liberty must go hand in hand with respect for others.	The reading and studying of: “We are All Different” and “Elmer” reaffirming the message that It’s okay to be different and that differences are to be celebrated. Discussions about what makes Elmer special and unique and that that’s an amazing thing not a reason to leave someone out. “Handa’s Surprise” notice similarities and differences of others, other countries, discuss heritage, cultural clues in pictures. Discussions in reading are embedded into our practice and opinions are encouraged and shared without judgement. In RE children’s first focus is: What makes people special? Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique DG (Dreams and Goals) Aspirations, how to achieve goals	“The Lion Inside” is a text used to encourage children to share their opinions, to make predictions, not knowing the answer necessarily but being able to be confident in forming their own ideas and expressions them. Reflection on what makes the mouse special and brave opening conversations of free speech. “Little People Big Dreams” themes of showing how special and unique people are. In RE children discuss big questions such as “Is it possible to be kind to everyone all the time?” to enable them to share without judgement and learn to share their ideas freely but with respect. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique DG (Dreams and Goals) Aspirations, how to achieve goals	“Sam Wu is Not Afraid of the Dark” is another text used to encourage children to share their opinions, to make predictions, not knowing the answer necessarily but being able to be confident in forming their own ideas and expressions them. Reflection on what makes the mouse special and brave opening conversations of free speech. “Fantastically Great Women Who Changed the World” themes of showing how special and unique people are. In RE children discuss big questions such as “Has Christmas lost its true meaning?” to enable them to share without judgement and learn to share their ideas freely but with respect. Throughout PSHE BM (Being Me in My World) is a topic when children explore: 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	“Dare to be You” theme: There’s no such thing as normal. Drawing examples from sport, science and even business, <i>Dare to Be You</i> empowers young readers to follow their own path, love what makes them different and question the world around them. With <i>You Are Awesome</i>’s trademark mix of hilarious text, stylish illustration, personal insights and inspiring real-life examples, including Greta Thunberg and Malala Yousafzai, Matthew Syed introduces children to the power of diverse thinking. When you stop doubting yourself, embrace change and let your kindness loose, you become your own action hero. This groundbreaking, practical and positive book will help kids develop the inner confidence to grow into happy adults who know – and, more importantly, LIKE – themselves. In RE children discuss big questions such as “Is anything ever eternal?” to enable them to share without judgement and learn to share their ideas freely but with respect.

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