ST AMBROSE PREPARATORY SCHOOL

BRITISH VALUES AND GOSPEL VALUES POLICY

September 2025

Reviewed: September 2026

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

St Ambrose Preparatory School

British Values and Gospel Values Policy

Mission Statement

At St Ambrose Preparatory School
we are joyful learners and are inspired to always do our best.
We nurture the many gifts we have been given and seek to use them wisely for the benefit of ourselves and others.
We put love into action each day so we are advocates of change in the world,
Living the Gospel and the Catholic faith and Celebrating the values of Blessed Edmund Rice,
With our family and the whole Ambrosian community.

'Have courage, the good seed will grow up in the children's hearts'
Blessed Edmund Rice

British Values together with Gospel Values at St. Ambrose Preparatory School

St Ambrose Preparatory School is a Catholic School which seeks to live out the values of Jesus Christ, promoting these through our words and actions, they permeate through all aspect of school life.

We try our upmost to provide a rich, broad and balanced curriculum, which recognises and celebrates every pupil as being unique and created in the image of God. Our curriculum is created to enable every pupil to be the very best that they can be, and to be well equipped to become positive, active citizens, in service to the world.

We ensure a wide range of extra-curricular activities and place a huge value on the pastoral support of all who work in our school. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are equally respected.

Through our curriculum, extra-curricular activities, and teaching and learning opportunities, whenever and wherever possible our school promotes the inter-linking of Christian and British Values, ensuring all our learners understand the ideals and principles that have traditionally underpinned British society, to further promote cohesion within our school and wider community.

We prepare our pupils for life in England, where the population benefits from increasingly rich and diverse backgrounds, origins, beliefs and cultures, by promoting the values on which British society has been built.

Background

The Department for Education provided the following list, describing the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

• an understanding of 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 wellbeing and safety

• an understanding that 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 the courts maintain independence

• an understanding that the freedom to choose and hold other faiths and beliefs is protected in law

• an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

• an understanding of the importance of identifying and combatting discrimination

These values are taught openly through Personal, Social, Health Education (PSHE) and Religious Education (R.E) which encompasses the school's Mission Statement and The Eight Essentials of Edmund Rice Education.

British Values and Gospel Values in Action at St. Ambrose Preparatory School

Democracy • Student Council • Eco Council • Justice Society • Taking part in debates • Highlighting the history of the democratic practices • Voting for Head boy/girl, sports captains etc • Voting for choices in class i.e. Golden Time / EYFS – snacks/stories • Ensuring all pupils are listened to by adults • Holding mock elections • Making decisions together • Service and sacrifice • Humility and gentleness	Rule of Law • Creating class rules / Playground rules • Behaviour Policy • Taking turns • Being instrumental in involving the police/fire service in school life i.e. reinforce message of right and wrong • Teaching the history of the Rule of Law in England (i.e. a legal system created uniquely in a Catholic England, inspired by Christian values and becoming a major influence across the world) • Writing own 'Sorry Prayers' • Understanding right from wrong • Understanding that there are consequences to our actions • Truth and justice • Forgiveness and mercy • Highlighting the rules of the Church and God in the RE curriculum, i.e. the 10 Commandments

Individual Liberty • Encourage pupils to be independent in thoughts and actions • Encourage pupils to be reflective • Teach that 'difference is good' • Encourage visitors to school who can promote 'difference' and equality i.e. Para-Olympian visit, • Freedom for all • Faithfulness and integrity • Purity and holiness	Mutual Respect • Having an inclusive mission statement • Constantly promoting respect for others as good manners • Reinforcing the value of everyone's opinion in class discussions • Anti-bullying Policy/Behaviour Policy • Having active educational links with other schools • 'Show and Tell' opportunities • Treating others how you want to be treated • Modelling behaviour • Emphasising that every person is unique and 'created in the image of God' • Raising money for charities
Tolerance of those with other faiths • Highlight how RE provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them • Show how Jesus encouraged tolerance in stories such as 'The Good Samaritan' and 'The Woman at the Well' • Respecting others • Tolerance and peace	

Democracy

Everyone has a voice at St Ambrose, children, parents and staff have the opportunity for their opinions and views to be heard. Children are encouraged to express their opinions through the election of the School Council, there are also pupil/parent/ staff questionnaires. Democratic ideas are taught in History lessons e.g. effects of World War II. Throughout the year every opportunity is taken to vote when the children need to make choices as a group. The pupils understand the importance of listening to others and respecting their views.

Rule of Law

The importance of rules and laws are consistently reinforced and referred to throughout the school day, in assemblies, class rules and in school behaviour. In the R.E curriculum the pupils learn about Christian value rules e.g. The Ten Commandments. Pupils are taught to understand the reasons behind laws in that they are needed and that they govern and protect us there is a clear understanding of right and wrong, recognising that there are consequences when they are broken. Visitors from Fire Service help to reinforce this message.

Individual Liberty

Pupils should be encouraged to explore, reflect and be creative. While being safe at St Ambrose we will support and help pupils to develop their self-esteem and self- confidence by knowing and understanding the needs of all pupils. To make them become more confident independent learners, and to create a have a go mentality. Through the extra-curricular clubs pupils are given opportunities to choose what they want to participate in and achieve success in giving them a freedom of choice.

Mutual respect

Mutual respect is at the centre of St Ambrose. We respect everyone and everything. There is a clear message of equality treating others as you would want to be treated, and to listen and respect other people's opinions. Reminding one another that everyone is unique and created in the image of God. We constantly promote our school behaviour policy encouraging strict adherence to this, recognising how children should be treating one another at school. Assemblies promote respect for others and the importance of good manners. Through our charity work both in the local community and nationally, all children are fully involved in fund raising. Pupils work collaboratively and value the contribution we all make.

Tolerance of those of Different Faiths and Beliefs

As a Catholic Worshipping community, pupils are reminded of their place in a culturally diverse society. Through the delivery of 'The Vine and Branches' pupils are provided with a deep understanding of their own faith and of the traditions and faiths of others. During the school's Multi Faith Week we warmly welcome those to share their experiences and ways of life with us, those from the Jewish and Muslim community and we encourage visits to other places of worship including local Christian Churches and Chapels, and the Synagogue. The pupils through these experiences will learn to respect others beliefs through tolerance and peace

Spiritual, moral, social and cultural development

Curriculum and wider provision develop pupils' self-knowledge, moral understanding, social responsibility, appreciation of culture and respect for others. Pupils encounter a range of communities, traditions, perspectives and contributions to British society. Charity and service are accompanied by learning about justice, agency, dignity and sustainable change. Leaders check that provision is coherent, age-appropriate, inclusive and builds understanding over time.

Political impartiality and controversial issues

The School does not promote partisan political views. Staff may teach about political issues and facilitate discussion where educationally appropriate, but take reasonable and proportionate steps to present a balanced range of opposing views. This applies to lessons, assemblies, displays, resources, campaigns, pupil activities, external speakers and communications made to pupils.

distinguish factual teaching, professional explanation and the School's values from party-political advocacy;
select resources and speakers with due diligence and appropriate balance;
avoid encouraging pupils to support a particular party, candidate or partisan campaign;
permit respectful, age-appropriate pupil expression while challenging misinformation, intimidation and discriminatory speech;
consider balance over a sequence of learning, not necessarily within every single lesson;
ensure fundraising, charity work and social-action projects are educational, voluntary where appropriate and not vehicles for partisan pressure.

Safeguarding, Prevent and KCSIE 2026

The promotion of British and Gospel values is part of safeguarding culture but does not replace the Child Protection and Safeguarding or Prevent procedures. Staff remain alert to grooming, coercive control, radicalisation, extremist ideology, hate, serious violence, misogyny, incel-related narratives, antisemitism, anti-Muslim hatred, trafficking, exploitation and harmful online communities. Concerns are reported immediately to the DSL; staff do not investigate safeguarding concerns themselves.
KCSIE 2026 strengthens the whole-school focus on overlapping harms, child-on-child abuse, misogyny, financial exploitation, modern slavery, mental health, serious violence, generative AI and manipulated imagery. Teaching therefore helps pupils evaluate sources, recognise misinformation and manipulation, understand online influence and algorithms, protect privacy, challenge hateful or dehumanising content and seek help. Safeguarding education is adapted to age, stage of development, SEND, language and vulnerability.

Visiting speakers, visitors and external materials

Visitors and visiting speakers are subject to proportionate checks, approval, supervision and briefing. Leaders consider safeguarding, Prevent, political impartiality, equality, age-appropriateness and the reliability of content. A visitor's status or expertise does not remove the School's responsibility for what pupils hear or experience. Staff intervene where content becomes unsafe, discriminatory, partisan or inconsistent with the purpose agreed.

Curriculum and wider-school implementation

Subject and phase leaders identify where knowledge and experiences are taught and revisited across RE, PSHE and Relationships Education, history, English, computing, geography, assemblies, worship and enrichment. Examples include pupil councils and leadership, debates, community service, charity, remembrance, environmental responsibility, interfaith learning, visits, visitors and age-appropriate civic education. Provision is evaluated through pupil understanding and conduct, not merely a list of activities.

Roles and responsibilities

The Governing Body approves the policy, assures itself that the standards are met consistently and receives evidence of impact and any significant concerns.
The Headteacher is accountable for implementation, staff training, political impartiality, curriculum coherence and safeguarding alignment.
The DSL leads safeguarding and Prevent responses and advises on contextual and online risks.
Curriculum, RE and PSHE leaders map provision, support staff and evaluate progression and impact.
All staff model respectful conduct, challenge prejudice, maintain political impartiality and report safeguarding concerns.
Pupils are expected to listen, participate, disagree respectfully, follow lawful rules and report concerns.
Parents are encouraged to support respectful dialogue and raise concerns through appropriate School procedures.

Monitoring and review

Leaders monitor curriculum plans, teaching and resources, assemblies, worship, pupil voice, behaviour and bullying records, safeguarding and Prevent information, equality incidents, visiting speakers and participation in leadership and enrichment. They evaluate whether pupils understand and can apply British values in age-appropriate ways and whether any group is excluded or disproportionately affected. Actions have named owners, deadlines and evaluation of impact.

Governors receive proportionate assurance. The policy is reviewed annually and sooner following changes in law or guidance, inspection findings, significant incidents, local or national safeguarding intelligence or evidence that provision is not effective.