



Promoting fundamental British values as part of SMSC in schools Statement

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026

Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026

Date for Next Review:	01.09.2027
-----------------------	------------

UK schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, cultural, mental and physical development of pupils at school and in society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act. This Policy statement represents the response by The Llewellyn School.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and a mutual respect and tolerance of those with different faiths and beliefs. (DFE Nov 2014)

The promotion of British Values supports the school's safeguarding responsibilities and the prevention of radicalisation in line with Keeping Children Safe in Education (KCSIE) 2026, the Prevent Duty and Working Together to Safeguard Children 2026.

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in Great Britain are subject to its law.

At The Llewellyn School we uphold and teach pupils about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

- **Participation in Community Life**

These values are taught explicitly through Personal, Social Health and Emotional (PSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through whole school systems and structures. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. At The Llewellyn School these values are reinforced regularly and in the following ways:

Democracy

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard at all stages of their educational journey, such as at EHCP reviews and childrens choice times.

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 reinforced throughout regular school days. Our system for behaviour is aligned to an agreed set of rules and if children are given verbal warnings this is always set against the agreed school behaviour code. Children are asked to identify which aspect of the school rules they have broken to ensure that this connection is made and understood. 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.

Visits from authorities such as the police, fire service etc. are regular parts of our calendar and help reinforce this message. To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed

throughout the school. We are committed to praising pupil's efforts. Rewards are given in the form of stickers, achievement points and special mentions.

Individual Liberty

Pupils are actively encouraged to make choice at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our pupils to make choices safely through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. A good example is the e-safety teaching. Pupils are given the freedom to make choices e.g. food at break and dinnertimes.

Mutual Respect

Part of our school ethos and behaviour policy are based around the core value of respect. We teach our pupils to respect the many diverse faiths and beliefs that we have at Maple and to embrace everyone's differences. We look after each and the environment around us.

Tolerance of those of Different Faiths and Beliefs.

This is achieved through enhancing pupils' understanding of their place in a culturally diverse county. We give them opportunities to experience such diversity in the local community.

We will use opportunities such as the Theme days, Cultural Celebration events, Religious Festivals, The Olympics and The World Cup to study and learn about life and cultures in other countries.

Values	Evidence
There are high expectations for all.	• School vision and aims displayed • School improvement priorities displayed and shared • Staff follow up pupils who are not adhering to the school standards - uniform, behaviour, presentation. • School rules are evident

	• 'We can do...' overheard. • Pupils know and understand their targets academically and personally and have opportunity to self-assess
Mutual Respect is evident in the way that staff and pupils relate to each other	• Pupils show respect towards each other and towards staff e.g. school rules • Pupils have a voice • Staff listen to pupils and respond appropriately to their needs - • Behaviour for Learning is a strength of the school • Positive relationships are evident daily e.g. external reports
The school promotes positive attitude towards Ethnic and Cultural Diversity.	• Our school uses the expertise, skills and knowledge of people from ethnic minority communities. • Our pupils are encouraged to recognise and respect social, ethnic minority communities. • Our pupils are encouraged to recognise and respect social, ethnic, cultural differences and similarities. • Curriculum content and resources reflect ethnic and cultural diversity. • Celebrations of festivals of different cultures and religious beliefs are evident. • Our International Schools projects also promote this further so pupils can understand life beyond their own communities
Pupils have Rights as well as responsibilities	• Pupils are aware of their rights and responsibilities. • Pupils help to determine rewards, rules and sanctions. • Staff use restorative justice to support consequence learning. • We are a Rights respecting school and our PHSE curriculum links to these rights
Pupils achievements are celebrated.	• A wide range of work is displayed • Displays are up to date and in good condition • Displays, photos, newsletter items cover a range of achievements academic, social, cultural, sporting both in and out of school • Positive and public appreciation of effort as well as success - awards assemblies, badges, stickers, achievement points and certificates. • Regular home-school communication focuses on pupils efforts and successes. • Good behaviour and learning achievements are rewarded and celebrated.

Teaching and Learning are enjoyable for both pupils and adults.	• The classroom is immersive in the topic that the pupils are learning about. • Laughter, enthusiasm, energy and active participation are evident in learning situations. • Low rates of absenteeism - Pupils and staff
The School environment is a safe place - emotional and physical security are prioritised.	• Rules are displayed and are being followed. • A premises team meet regularly to review the physical needs of the building for safety. • All visitors wear badges - colours dependent upon DBS checking. • Pupils and staff move around the building in an orderly manner. • Through the PHSE curriculum, pupils are given opportunities to learn about human feelings and emotions and the way they impact on people. • Anti-bullying, safeguarding and behaviour policies are on the school website.
The Role of families as Partners in the Learning process is recognised and valued.	• When families visit by appointment they are seen promptly. • Home-school books are used by some pupils. • The views of the parents / carers about school are actively sought. • Family newsletters are informative and clear to understand.