



supporting YOUR future

Arbour House School

SMSC and British Values Policy

Policy number	6
First issue date	November 2018
Version number and previous validation date	V 2 - November 2020
Next review date	November 2022
Governor policy owner	Gemma Deadman
Signed off by	The Governing Body
Distributed to	All staff, including the Governing Body, the Proprietors, or anyone working on behalf of the Proprietors (Potens) at Arbour House School

Introduction

At Arbour House School SMSC is at the heart of all we do. We recognise that spiritual, moral, social and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Fundamental British Values.

In 2014, the Government emphasised the important role that British Values can play in education and all schools now have a duty to promote Fundamental British Values.

These values are defined as:

- Being Part of Britain
- Democracy
- Rules and Laws
- Individual Liberty
- Mutual Respect

At Arbour House School we promote British Values through our SMSC work to ensure that it permeates through the whole school's curriculum and supports the development of the 'whole child'.

At Arbour House School we

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society
- enable pupils 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 pupils to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We teach British Values explicitly through our PSHE and Life and Living Skills lessons, but also ensure that this is reinforced through planning and delivering a broad and balanced curriculum, with an emphasis on the spiritual, moral, social and cultural development of our pupils.

Being Part of Britain

As a school, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year. For example, Harvest Festival during the Autumn term and trips to the pantomime at Christmas. We also value and celebrate national events through our Creative Curriculum sessions.

Pupils are given opportunities to learn about being part of Britain from different perspectives through our Topic and Humanities work too, and we aim wherever possible to adopt a cross-curricular approach.

Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key periods in British History are studied in topics such as 'Invaders and Settlers' and studies focussing on significant historical events and figures.

Democracy

Pupils, parents and staff have many opportunities for their voices to be heard at Arbour House School. Democracy is central to how we operate. Giving all pupils a voice reflects Britain's electoral system to demonstrate democracy in action:

Pupils are asked to respond and reflect on the teaching and learning they receive as well as make suggestions to the Headteacher and Governing Body. They are encouraged to share their thoughts and ideas and to give feedback.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a developed sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Parents' opinions are welcomed through methods such as questionnaires, surveys at Parents Meetings, pupil reviews and via the Parent Governor.

Rules and Laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during other school subjects, where there is respect and appreciation for different rules

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about meaningful learning targets
- choices about how they would like their achievements celebrated and rewarded
- choices about school activities and trips
- choices about how they spend their special interest time

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, supported by their weekly PSHE and THRIVE sessions too.

Mutual Respect

One of our core aims is to prepare children for adulthood. We strive to ensure that our pupils are able to live and work alongside people from all backgrounds

and cultures. This will be particularly necessary in a future where technological advances will make the 'world a smaller place.'

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Specific examples of how we enhance pupils' understanding and respect for different faiths and beliefs are:

- through Life and Living Skills, PSHE and Creative Curriculum lessons where we develop awareness and appreciation of other cultures
- in English through fiction and in Creative Curriculum and Topic Work, by considering cultures from other parts of the world;
- celebrating cultural differences through themed weeks, noticeboards and displays.

All pupils participate in weekly Creative Curriculum lessons as part of their core curriculum. The weekly theme for these lessons links to national and/or global events or celebrations.

Pupils have the opportunity to work individually, in peer groups or as a whole school, and to learn more about themselves and the world around them. They can explore alternative ways of learning in a cross-curricular way, with a focus on engaging in memorable, 'hands-on', kinaesthetic activities.

Our practical Creative Curriculum provision ensures that whilst embedding pupils' spiritual, moral, social and cultural development, and enhancing their understanding of Fundamental British Values, it also supports their special educational needs in allowing them to work in a way that best suits them individually, and as such further evidences Arbour House School's commitment to the education of the whole child.

An overview of our Creative Curriculum plans for this academic year can be found on the school website in the 'Curriculum' section.

It offers an example of how pupils are encouraged and supported in their development in the fundamental areas of SMSC and British Values in a cross-curricular, practical and fun way.