



Yewstock School

Promoting Spiritual, Moral, Social & Cultural Development & British Values (SMSC)

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Policy for Promoting Spiritual, Moral, Social & Cultural Development (SMSC) and British Values

1. Introduction

Yewstock School regards the spiritual, moral, social and cultural aspect of education as a basic entitlement for all students. It is provided in all formal and informal learning and is woven throughout the school's work. It is closely linked to the way in which British values are promoted through every aspect of school life.

SMSC is embedded in Yewstock's values, modelled by staff and pupils throughout the day, taught in Personal, Social, Health and Citizenship Education (PSHCE) and Religious Education (RE) and is recognised and celebrated alongside other achievements through person-centred approaches.

2. Spiritual, moral, social and cultural development at Yewstock:

2.1 Spiritual Development

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- ability to be reflective about their own beliefs, religious or otherwise, which helps them to create a view on life and their interest in and respect for different people's values
- willingness to reflect on their experiences.

The development of these concepts is a key element of the RE curriculum which is taught throughout the school in order for pupils to reflect on their own beliefs and also to respect and know about other people from diverse cultural backgrounds.

Outdoor learning is an important aspect of the whole curriculum; this aspect is led by a teacher who has trained as a Forest Schools specialist. Other teachers use the outdoor environment as a tool for learning through horticulture and of use of the school's and college's grounds. All pupils have opportunities to learn about the wonder and importance of nature and the environment.

Pupils are helped to understand what they are good at, through praise, reward and celebration. Our weekly celebration assembly reinforces this in order to promote a desire to do well, not only in the academic sense, but also in developing as a rounded individual. Displays around the school celebrate and promote achievement in a wide range of subjects.

Self-knowledge (self-awareness in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; and an ability to build up relationships with others) is an essential part of our work with children and young people. Some pupils have to be helped to understand who they are and how they are separate from other people. For many pupils, the PSHCE curriculum focuses on aspects of self-knowledge - from the very practical aspects of 'who am I?' to more fundamental questions of "what's important to me now and in the future?", "what have I achieved?", "what do I still need help with?" and "what steps do I need to take to get to where I want to be?".

Creativity – expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

Yewstock is a creative school and has creativity threading through all areas of the curriculum. Music is a very important aspect of our whole curriculum. The school benefits from a music specialist teacher who is able to help some children individually to express their inner feelings through music. Music for Autism does a termly event in order to reach some of our pupils through hearing professional music performances. Art and dance are used with pupils to provide a means of developing their creativity and self-expression, to encourage students to explore their ideas and movement, and through developing workshops and performances which combine dance, video and art. The school has also developed links with the Arts Development Company which provides different performance artists to run one-off or short term workshops.

Feelings and emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.

Yewstock School has specialist resources to help pupils understand their feelings and emotions and pupils are helped to express these through a range of activities such as role play, drama and story-telling, art and music. A nurturing approach by all adults and the use of Emotional Literacy Support Assistants, as well as Drawing and Talking and counselling support helps individual pupils to express, understand and manage their emotions.

Teachers and assistants receive specialist training in supporting pupils who have complex emotional needs with Attachment Theory being a focus for our school development in 2015-2016 and 2018-2019. We recognise that pupils learn better when they have an emotional attachment to the person imparting information or knowledge. Pupils are supported through positive, caring relationships based on forgiveness and restorative justice.

2.2 Moral development

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respecting the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

At Yewstock we regard moral development as the building of a framework of values which regulates personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

We aim to ensure that pupils have an ability to distinguish right from wrong, based on a knowledge of the moral code based on British values and the understanding of other cultures; a confidence to act consistently in accordance with their own principles; an ability to think through the consequences of their own and others' actions; a willingness to express their views on ethical issues and personal values; an ability to make responsible and reasoned judgements on moral dilemmas; a commitment to personal values in areas which are considered right by some and wrong by others; a considerate style of life; a respect for others' needs, interests and feelings, as well as their own; a desire to explore their own and others' views; an understanding of the need to review and reassess their values, codes and principles in the light of experience.

We promote moral values through:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting measures to prevent discrimination on the basis of any of the nine protected characteristics: age, disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation;
- giving the pupils a variety of opportunities, across the curriculum, to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- rewarding the expression of moral insights and good behaviour;
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school;
- modelling, through the quality of relationships and interactions, the principles that they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforcing the school's values through images, posters and classroom displays.

We have an established and embedded ethos that underpins our school aims and is mirrored in the school. The school has a positive behaviour policy where good behaviour is modelled, promoted, rewarded and celebrated.

2.3 Social development

The social development of pupils is shown by their:

- progress in communication;
- use of a range of social skills in different contexts, dependent on ability, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds and with different needs;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs enabling the pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Yewstock we regard social development as focusing on supporting young people to work effectively with each other and participating successfully in the community as a whole. We aim to develop the skills and personal qualities necessary for living and working together. It is about functioning effectively in the wider society. It involves growth in knowledge and understanding of inclusive society in all its aspects.

We encourage pupils to identify with key values and principles on which our school is based; foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of age, disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation can flourish; encourage pupils to work co-operatively; encourage pupils to recognise and respect social differences and similarities; provide positive corporate experiences – for example, through assemblies, team activities, residential experiences and school productions. We help pupils develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect, interdependence, independence; help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community; help pupils resolve tensions between their own aspirations and those of the group or wider society; provide a conceptual and linguistic framework within which to understand and debate social issues provide opportunities for engaging in the democratic process and participating in community life; provide opportunities for pupils to exercise leadership and responsibility; provide positive and effective links with the world of work and the wider community.

Relationships – recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

A key area of our work at Yewstock School is the development of positive relationships. Although most pupils can make relationships with the adults who reach out to them and empathise with them, some find it harder to develop friendships with peers. In order to help the pupils to develop the confidence and skills needed to form positive relationships, members of staff model the key behaviours throughout school life. These skills are also taught in PSHCE/RSE, supported in class via Circle Time and social skills groups or one to

one intervention and promoted at break times. Through supported activities, pupils are given strategies through which they can develop relationships with their peers at whatever level is achievable for them.

All pupils have a status in the school. Many pupils have jobs to do in their own classrooms and this extends into the work of the school as they become older and more able to take on more responsibilities. Additionally, we take every opportunity for the pupils to have a role in the local community. The school's enterprise projects and work-related learning provide opportunities for pupils to develop a sense of responsibility and service to others.

Pupils are encouraged to show respect to staff and peers, through overt teaching and through good modelling. Team work is emphasised in Careers Education, P.E. and music lessons, class assemblies and performances and in-class tasks and children and young people are encouraged to work together to achieve goals.

Yewstock participates in various inter-school sporting events, which provide opportunities to feel part of a team, this also helps the school to develop as a community, with pupils able to rally behind support and celebrate the various team achievements.

2.4 Cultural development

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and be positive about artistic, sporting and cultural events;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Yewstock we promote cultural development through providing practical opportunities for pupils to explore experiences, values and traditions of diverse cultures. We seek to extend pupils' knowledge and use of cultural imagery and language; recognise and nurture particular gifts and talents; provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance; develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, visiting speakers, theatre, museum, concert and gallery visits. We reinforce the school's cultural values through displays, posters, exhibitions and performances.

We aim to support pupils to become culturally aware by providing opportunities for each to have an openness to new ideas and a willingness to modify cultural values in the light of experience; where possible an ability to use language and understand images/icons – for

example, in music, art, literature, which have significance and meaning in a culture; a willingness to participate in, and respond to, artistic and cultural enterprises; a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures; a regard for the heights of human achievement in all cultures and societies and an appreciation of the diversity and interdependence of cultures.

It is more relevant for our pupils with complex learning difficulties to approach the idea of 'culture' as "the artistic and social pursuits, expressions and tastes valued by a society" rather than as "the total of the inherited ideas, beliefs, values and knowledge which constitute the shared bases of social action" (dictionary definitions).

Art and music are both on the timetable throughout the school. Yewstock is a creative school and strives to give artistic opportunities across the age-range. There are many opportunities for pupils to experience music, dance, art, design technology and drama during the school day and outside of normal times. The school has specialist music and art rooms and engages with a range of creative practitioners.

3. Promoting British Values at Yewstock School

The Department for Education has identified a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister in 2014. At Yewstock School these values are demonstrated throughout the school.

Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural curriculum (SMSC) as well as our approach to teaching about "good choices".

Democracy

We listen to pupils' and parent's and carer's voices. We are clear in showing that we want the young people to contribute and co-operate and consider the views and needs of others. Our pupil voice policy ensures that they have a real say in their school.

The Rule of Law

We consistently reinforce our high expectations of young people. Whenever appropriate learners are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has responsibility and that there may be consequences when rules are disregarded.

Individual Liberty

Within school, everyone is actively encouraged to make choices where possible knowing that they are in a safe and supportive environment and our person-centred approaches strive to get a 'best fit' where a young person has difficulty in communicating. As a school we try and help our young people learn about what makes a good choice. Young people are

encouraged to express their views and we respond to their preferences and interests throughout our teaching.

Mutual Respect

All staff demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Tolerance of those of Different Faiths and Beliefs

A key theme in our teaching is understanding the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures. Yewstock School will not tolerate any extremist political or religious views expressed openly by staff or governors either in school to students or other staff members or in more public forums such as social media. Staff members may be subject to disciplinary action if necessary.

Our school does not tolerate extremist views expressed by any visitors to the school, including parents. If a staff member hears such views then they must refuse further dialogue with that person and inform a member of the LMT immediately.

How we protect pupils from extremist views, including religious and political extremism:

Religious Education at Yewstock School covers the main world religions and promotes tolerance and understanding of world views.

At Yewstock we take our Prevent Duty seriously and ensure that we:

- promote awareness of how to identify someone at risk of being radicalised through our safeguarding procedures;
- have secure values and beliefs, and have principles to distinguish right from wrong;
- Challenge injustice, are committed to human rights and strive to live peaceably with others;
- reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs;
- train all staff so that they are well-informed about their Prevent Duty.

Pupils are given opportunities to visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures. Parents and members of the wider community are invited into our school to talk about their religion, culture, customs and beliefs. Different cultures are explored and celebrated as across the Yewstock Curriculum particularly in EYSF/Primary - Understanding the world, Art & Design; Secondary Humanities, RE and Art & Design; Post 16 – OCR Life and Living Skills theme and part of our creative learning in drama, music and dance lessons.

Any of our pupils may come into contact with extremist views, literature or propaganda at any time, including when on school trips. Staff leading or accompanying trips are vigilant about this possibility. It is our duty to support pupils who may be distressed or frightened by

what they read or see. We must always help pupils to have a balanced view as well as give them coping strategies in dealing with what may be external pressures.

Please see the Prevent Policy.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavour to advance equality of opportunity and foster good relations for all.

Mental Health and Wellbeing Statement:

Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.