



# **SMSC & BRITISH VALUES POLICY**

**October 2024**

*(to be reviewed October 2025)*

## INTRODUCTION

In contrast to the policies for specific curriculum subjects, this policy relates to the whole ethos of Larches High School.

At Larches High School (LHS) the promotion of pupils' spiritual, moral, social and cultural development and British Values is considered to be a 'whole school' issue and should be promoted not only through all the subjects of the curriculum but also through the ethos of both all areas of our school and its community. Each pupil is timetabled for at least one Personal Development Education lesson per week. We are a member of the Personal Development Association and follow their thematic curriculum. We may vary topics and delivery to meet the needs of our pupils.

Personal Development is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids Personal Development education becoming a string of 'topics' or disconnected 'issues'.

The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development and essential for our students to help them become committed and productive members of our society.

## RATIONALE – LEGAL

The Education Reform Act (1988) requires the curriculum of a maintained school to '*promote the spiritual, moral, cultural, mental and physical development of pupils at the school.*'

Provision for SMSC development will be inspected by OFSTED as detailed in their subsidiary guidance for schools 2012.

The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

## DEFINITIONS

**Spiritual development** relates to the understanding of self and others at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

**Moral development** is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on ethical principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

**Social development** refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The staff model expected levels of behaviour and provide a suitable environment for promoting social development within an ethical or religious context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when pupils work co-operatively.

**Cultural development** at the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although English, Drama and Art are those most commonly used.

## **CONTENT**

### **Pupils' spiritual development**

Learning opportunities will develop the students' sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They will have the opportunity to:

- Foster their own inner lives and non-material wellbeing
- Sustain their self-esteem in the learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate, the wonders and mysteries of life
- Prepare themselves for the challenges of independent living
- Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Exploring the values and beliefs of others: Is shown by pupils' values and beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences.
- Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning.
- This can be seen in English and Drama through the study of plays and theatrical techniques, Independent spoken English assessments, looking at novels such as 'A Christmas Carol' and the study of 'War Poetry'.
- In Humanities this can be seen through the study of 'Prejudice/Discrimination, Slavery and of Peace and Conflict'.
- In Personal Development the study of 'Individual Liberty, Respect, Beliefs and Values, Feelings and Social Society'.

### **Pupils' moral development**

Learning opportunities will provide students with the chance to acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:

- Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them

- Recognise the challenge of life today and the role they play in it through the We Are With You support
- Distinguish between right and wrongs
- Show respect for the environment - By law, everyone in the UK has to abide by the Wildlife and Countryside Act 1981. Participants will be introduced to this and learn general respect for the environment by learning how our actions may affect the living things around us. This will be achieved by encouraging participants to distinguish living things from dead and agree that nothing alive should be picked or destroyed.
- Investigating moral values and ethical issues - Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- Recognising right and wrong and applying it - Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding the consequences of actions - Is shown by pupils' understanding of the consequences of their actions. In English this can be seen in independent spoken English assessments.
- In Drama pupils work as of a group- understanding the consequences of their actions. The GCSE Devised Performance involves researching and including options about moral and ethical issues. Macbeth – historical morality and behaviour.
- In Humanities we look at topics of 'Peace and Conflict', 'Slavery' and 'Prejudice and Discrimination' looks into historical and modern day beliefs and views, with personal reflections and experiences as individuals and as a group.
- In Personal Development the group looks at different 'Cultures, Religions and Beliefs'. This will look at personal, views, opinions and beliefs with experiences and recognises actions and behaviour.
- In Core and GCSE PE pupils look at promoting a sense of fair play and etiquette. To be active in group work and to cooperate with others. Pupils take responsibility for their actions both individually and as a group, with them cooperating to resolve disputes.
- In Humanities and GCSE History pupils look out at reasons for moral conflicts and beliefs of the First and Second World Wars, the Cold War, The Battle of Hastings and Napoleonic Wars.

### **Pupils' social development**

Learning opportunities will involve students in acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to:

- Display a sense of belonging and an increasing willingness to participate
- The motivational performance and supporting workshop will focus on the following key areas of development: Communication; Confidence building; Self Esteem; Self-Worth; Resilience; Overcoming obstacles/problem solving; Raising Aspirations; Learning Styles; The Learning Routes.
- Interview Techniques/Presentation Skills - Action planning for the future
- Make an active contribution to the democratic process in each of their communities
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community - Visits to local Further Education providers, Careers Fairs.
- Begin to understand the place they have within society and the role they need to play - Post 16 Options, Interviews for apprenticeships and colleges, interviews for work experience.
- Understand the changing nature of society and how this is an opportunity not a threat
- Develop their compassion for others in society - Work experience when available.
- Take initiative on wider social issues and establish ways they can help on an individual, local, national, and global scale

- Developing personal qualities and using social skills: Is shown by pupils used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, and socio-economic backgrounds.
- Participating, cooperating, and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Understanding how communities and society's function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.
- In Core and GCSE PE pupils look at promoting a sense of fair play and etiquette. To be active in group work and to cooperate with others. Pupils take responsibility for their actions both individually and as a group, with them cooperating to resolve disputes.
- Personal Development and Humanities study and look in depth in the following areas: Democracy, Rule of Law, Tolerance of different Cultures and Religion, Mutual Respect, and Individual Liberty.
- In English they study the book 'Lord of the Flies' where the class analyse civilisation, democracy and dictatorships. Debates and discussions involve how precise democracy is and how easy it can be lost. Other activities include studying and discussing other political structures in the world and historical context.

### **Pupils' cultural development**

Learning opportunities will involve the young people in acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to:

- Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society
- Recognise world faiths and beliefs and the impact they have on our culture
- Develop an understanding of Britain's' local, national, European and global dimensions
- Relationships, Behaviour and Practices in the Workplace.
- Know about equal opportunities into the workplace.
- European Dimension - We have taken the 1988 Resolution of the Council of the European Community into account when preparing this specification and associated guidance documents.
- Broaden their perspective on different communities and cultures within the local area - Visits to Colleges and encouraging attendance of Open Evenings.
- Work Experience (different working environments) have included office based, nurseries and kennels. Alternative -Vocational curriculum attracts a variety of different groups.
- **Exploring, understanding and respecting diversity:** Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities.
- **Participating in and responding to cultural activities:** Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities.
- **Understanding and appreciating personal influences:** Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- In Core and GCSE PE, the groups look at other cultures and diversity through game styles, different genres, beliefs, cultural back grounds in society both locally, nationally and internationally. To look at gamesmanship and link these to communicating as a group and team and with others from other countries, back grounds and the acceptance of different beliefs and values.

- In Humanities we look at and celebrate different cultures and religions, both locally, nationally and as a global community. We look at cultural influences from both the past and present that can structure a person's belief and values in the community with cultural diversity.
- In English and Drama, the use of Poetry Anthologies, The History of the English Language looks at cultures and socio economic back grounds, which permits the exploration and respect for cultural diversity. This then looks at the development and changes due to cultural environment and the influences others bring.

## **BRITISH VALUES**

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools. Larches High School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the PRU are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which ensures that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Larches House School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British Values to all its students.

### **The five key British Values are:**

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

At Larches High School British Values are reinforced in the following ways:

#### **Democracy**

- Students have many opportunities for their voices to be heard, through the student council which meets once per fortnight. The Council reps are responsible for informing the Management Committee each term as to any progress that has been made.
- Across the curriculum at Larches High School, we ask pupils to think of the variety of roles within the school that people have, to be reflective in yourself and peer evaluations, to improve communication and leadership skills and to be willing to give feedback to others.
- Pupils can speak to staff and contribute to lesson debates to make their voices heard, where appropriate. This is done within the school curriculum and National Curriculum.

#### **The Rule of Law**

- The importance of Laws, whether they be those that govern the class, the school, or the country are consistently reinforced throughout the curriculum as well as when dealing with behaviour. Students 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 Dean Coady on the risks of drugs and gangs. Lancashire Fire Brigade on Fire Safety.
- The school reinforces its rules to all pupils both verbally and in written context. This is reinforced in curriculum lessons and is monitored by appropriate personnel with the use of Behaviour Watch.

- In Core and GCSE PE pupils look at promoting a sense of fair play and etiquette. To be active in group work and to cooperate with others. Pupils take responsibility for their actions both individually and as a group, with them cooperating to resolve disputes. This is done by following session rules and in the context of respect to others as individuals and as a group. Pupils are reminded to look at accepting the views and decisions of others and what is right and wrong, regarding social interaction and behaviour.
- In Humanities pupils look at a variety of different cultures, religions and communities. This is done on a local, national and global level in order for pupils to look at and understand the different morals, beliefs and attitudes towards others.
- This is done within the school curriculum, through classroom debates, research and the study of plays and novels and current affairs in both the media and news. Visits from the emergency services can contribute and help to reinforce messages.

### **Individual Liberty**

- Within our school students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a PRU we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Personal Development sessions. Whether it is through choice of learning challenge, how they learn, or how they communicate with each other and staff, they are given the freedom to make choices.
- Pupils can access their rights and personal freedoms through the school curriculum through class and group debates, through their individual work on related topics. This is done in a safe and supportive environment and through an empowering education using analyses of factual, media and non-fiction educational materials in general. The use of transactional writing, speaking to staff and other professionals can exercise the pupil's individual liberty.

### **Mutual Respect**

- Mutual respect is at the heart of our values. Students learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect. Our staff works hard to model that behaviour for and with our young people and students who have often missed out on the experience of mutual respect and functional adult relationships.
- Listening skills and respectful of the opinions of others - through debates and questions and answer activities. Pupils learn how to communicate their opinions in a sensitive and appropriate manner. This occurs across the school curriculum and within the local community.

### **Tolerance of those of Different Faiths and Beliefs**

- Larches High School places a great emphasis on promoting diversity with our students. SMSC opportunities include stories and celebrations from a variety of faiths and cultures, visits to and from people from all walks of life, different faiths, different sexuality and different disabilities. Our Personal Development and Humanities teaching reinforce this.
- At Larches High School we will actively challenge students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views and we actively prevent students becoming disenfranchised which is a key factor in reducing the risk of radicalisation of any kind. The multidisciplinary team model within which we work ensures that students have every chance of successful transition into society and of becoming a valued British citizen after discharge.

- Pupils look at a variety of different cultures, religions and communities. This is done on a local, national and global level in order for pupils to look at and understand the different morals, beliefs and attitudes towards others. Listening skills and respectful of the opinions of others- through debates and questions and answer activities. Pupils learn how to communicate their opinions in a sensitive and appropriate manner. This occurs across the school curriculum and within the local community. This is done in a safe and supportive environment and through an empowering education using analyses of factual, media and non-fiction educational materials in general. The use of transactional writing, speaking to staff and other professionals can exercise the pupil's responsibilities, beliefs and values.