

# Spiritual, Moral, Social, and Cultural Development (SMSC) and British Values

## British Values

At Ash Lea we promote 'British Values' through our spiritual, moral, social and cultural education, which permeates our whole curriculum.

We know that it is vital that staff model these behaviours and is the best way for our pupils to learn these personal attributes. Our curriculum offers broad and balanced opportunities to do so, throughout all phases and learning pathways.

'British Values' are defined as:

### Democracy

One of our four school values is to

**'Listen carefully to what others have to say' -**

*Everyone has a voice; we listen, accept difference, enable expression and respond.*

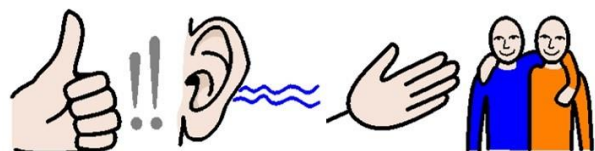
### For pupils to...

- Have a 'voice'
- Make meaningful choices
- Express opinions
- Direct and drive their own learning and aspirations

We constantly seek ways of enabling this; from responding to vocalisations, gestures, simple rejection or asking for more, using signs and symbols, eye gaze and other devices, developing speech and language to respectfully voice thoughts and opinions and accept the same from others. In so doing, we value and respect democracy and liberty. Our school council has nominated representatives from each class so that each class 'voice' is heard, either through direct communication or skilled adult supported advocacy.

### Rule of Law

Together with our school values, classes are able to structure their own class expectations at the beginning of each academic year. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Supporting pupils to understand how to become and stay regulated is key for many pupils to be able to manage their behaviour



appropriately. We can help some pupils to understand the connection between actions and consequences, however, we ensure that this is appropriate for each pupil's developmental and emotional understanding. Staff are committed to providing a consistent and predictable environment within the school and beyond. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place. Behaviour support plans create the conditions for this as well as us considering 'what could be better or different?' following any incidents when challenging behaviour occurs. Our whole school 'good work book' is where exceptional learning and the embodiment and display of our school values by pupils are captured and celebrated by senior leaders.

### **Individual Liberty**

Our school values say that we '**Help each other whenever you can**' - *We face challenges together. We support each other to be bold and make a positive change.*

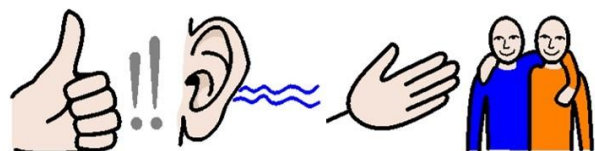
Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'yes' or 'no' to ideas or activities and to exert autonomy in learning. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things as independently as possible is vital for our pupils. We support pupils to understand the consequences of actions and decisions but offer an environment where pupils can learn from taking risks, overcoming challenges and making mistakes. We support others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need etc. as well as fundraising or supporting charities who resonate with our school values such as 'Lumos', our local 'Cotgrave Community Kitchen' and 'FOALS' (Friends of Ash Lea School). Showing our support and care for others engenders these qualities in our pupils. Whilst 'life after Ash Lea' is a continuous focus for all pupils, we have a sharper focus on this as pupils get older, with pupils contributing and driving their learning and aspirations and during pupils' time in Post 16 we support pupils to exert their individual liberties in effective and respectful ways.

### **Mutual Respect**

**Always be polite and friendly** - *Everyone is accepted, everyone matters*

- Each individual's learning journey is valued and celebrated
- We look outwards to expand our community to build our understanding
- Our learners are seen as and learn to be part of our community

We are very proud of our valued place within our school's immediate and wider community and take seriously our responsibility to promote the perception of our pupils. Cotgrave itself offers excellent facilities where pupils can practise skills needed to live purposeful lives and



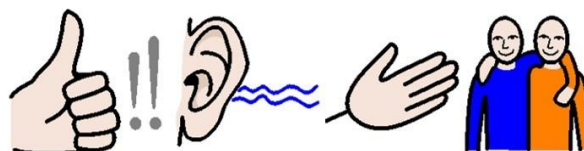
become respectful individuals; leisure centre, places of worship, parks and areas of natural beauty, shops, library, cafes, community projects and public transport offer this breadth of environments and individuals to experience, enjoy, interact with and use purposefully. We recognise that many of our pupils may have a narrow life experience due to their SEND and associated challenges, so we support them to 'take risks and overcome challenges' and pursue expanding their world experience. For some this may be visiting a local park, for others, it may be going on a residential visit away from family or a cultural trip to a large city.

We have co-produced language protocols to ensure that the language we use when talking to and about our pupils is positive whilst ensuring we respectfully acknowledge pupils' disabilities and challenges. This is a tool to enable the whole school community, and anyone who comes to visit or work with our pupils, to use respectful language around our pupils' special educational needs and disabilities in the main, but also the other protected characteristics.

We promote pupils' understanding of the nine characteristics outlined in the Equality Act 2010 including age, gender, race, disability, religion or belief, sexual orientation, gender reassignment, marriage or civil partnerships and pregnancy and maternity. We promote tolerance of different faiths and beliefs. We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum as well as special events and celebrations. Through our Artsmark journey we expect all classes to take part in termly cultural visits so that our pupils are visible, and arts venues understand better how to support our pupils.

Good work assemblies recognise and reflect how pupils have succeeded and displayed excellent personal attributes. Pupils are encouraged to experience British culture through our curriculum themes. Visits are designed to offer diversity of experience, places and people from each pupil's starting point; for some visiting a different city may offer a diverse view, whilst for others accepting learning alongside a different staff member may equally challenging and different.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and wellbeing that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children. The staff work closely with parents, carers and other professionals to ensure that the pupils at Ash Lea are happy, well cared for and enabled to learn the skills they need to live a fulfilled and purposeful life as part of their community.



## Spiritual, Moral, Social and Cultural Development

We have a strong commitment to the personal and social development of all pupils. The school motto, vision and values, supports spiritual, moral, social and cultural development in all pupils.

Through our curriculum and structure of the school day we develop pupils' **spiritual** development by;

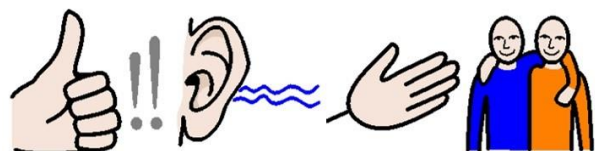
- reflecting on their own beliefs (religious or otherwise) and perspective on life – this may begin with giving pupils the tools to express likes and dislikes, opportunities that give pupils a sense of awe and wonder
- knowledge of, and respect for, different people's faiths, feelings and values – our 'Culture' sessions offer this for some pupils to learn through and for others to learn about
- sense of enjoyment and fascination in learning about themselves, others and the world around them – learning is designed to engage pupils and structured for them to be as autonomous in their learning as possible
- use of imagination and creativity in their learning – from open ended play opportunities through to writing and creating stories, art and music
- willingness to reflect on their experiences – responding to experiences, meaningfully celebrating things that pupils have done well and reflecting on progress towards goals is supported throughout the learning day.

We support pupils' **moral** development by first ensuring that pupils are able to know that they can have an effect and exert control, learn to regulate themselves, begin to understand appropriate and meaningful consequences before we can develop their;

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- recognise legal boundaries and, in so doing, respect 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 ability to understand and appreciate the viewpoints of others on these issues

**Social** development of pupils is shown by their;

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and



socio-economic backgrounds – for some pupils accepting being in a different environment being supported to learn with different people may be a starting point

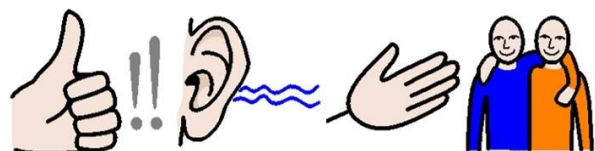
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively – we give all pupils the opportunity to have frequent, meaningful and relevant experiences in our local community
- acceptance 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. – all classes participate and have a voice in our school council

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 and understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

For pupils at Ash Lea this can be experienced and then learnt about through rich cultural and diverse learning contexts; great literature, art and music is used within learning experiences throughout all phases and pathways. Arts visits are built into the learning timetable for all pupils (visiting arts and performance venues). Learning is sequenced to build understanding and connections between different cultures and religions. Pupils participate in a wide range of meaningful physical activities within their curricular offer; rebound, hydrotherapy, Boccia swimming, the 'MOVE' programme, Yoga, dance, table cricket, football and other team sports. Pupils have participated in regional sporting events and all pupils and families join for a 'Sports Day' each year.

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain - Pupils participate in our school council and for some pupils they use voting systems to gain



a class consensus or develop class expectations. Pupils represent the school locally as part of the Rushcliffe 'Pupil Parliament'.

## Roles and Responsibilities

### Governors

- To be assured that the principles and practice of SMSC and British values is embedded across the school both in and out of the classroom and is monitored and evaluated regularly.

### Senior leadership team

- To model the school values and seek to gain feedback from the whole school community
- To ensure that the code of conduct policy is adhered to by all staff
- To ensure that the curriculum promotes SMSC and British values
- To ensure that the policy and practice is regularly reviewed and updated
- To ensure appropriate investment and resources are available to provide pupils with meaningful opportunities to develop SMSC
- To ensure that SMSC and British values is immersed in teaching and learning

### Staff

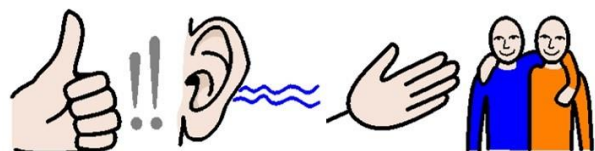
- To model school motto, code and values and British values
- To ensure that pupils have a rich and broad curriculum that helps them be the best they can be
- To support pupils in understanding right from wrong, individual and social responsibility appropriate to their age and developmental understanding
- To support pupils to understand and celebrate difference
- To support pupils to be responsible and active citizens

### Parents/carers

- To provide positive role modelling for their children
- To allow children to have freedom of thought and to guide children to be tolerant, respectful and positive thinkers
- To work with professionals to ensure personal growth

### Expectations of staff

Our code of conduct policy and school values sets out clearly how we expect our staff to behave. We encourage staff to provide regular feedback and ensure that they feel valued and part of the school community. We expect staff to be excellent role models to our pupils



and to support each other. We promote respect for everyone regardless of role and expect all staff to speak to each other as adult professionals and with consideration. We promote a positive approach to our work as we take on challenges together, but accept appropriate challenge to strive to continuously improve our practice.

**Provision for staff development and training**

As part of our curriculum development staff are expected to engage positively as professional adults in development, training and learning and to explore and research areas that they are less familiar in or to gain expertise. When we identify a skill or knowledge gap, or an area for the school to gain a better understanding of, we work with staff to develop and reflect in their practice, promoting self and joint learning opportunities. All staff either have appraisal or professional reviews to structure their personal development and learning. We have recently had whole school training to better understand racial discrimination, our professional responsibilities in relation to promoting equality, promoting British values towards structuring meaningful equality objectives.

**Monitoring and review**

We have a curriculum overview that identifies where the opportunities for learning and celebration with cultural breath will occur. Regular quality assurance of quality of education, personal development, behaviour and attitudes takes place across the year. We also welcome external colleagues to provide peer reviews to support our judgements of ourselves and future developments.

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<b>Review date</b>	May 2025
<b>Written by</b>	Kate Davies
<b>Approved by</b>	Governors’ strategy committee

