**SMSC/British Values/Cultural Capital Policy**

**British Values**

Our Values Statement

We promote ‘British Values’ through our spiritual, moral, social and cultural education which permeates the school’s curriculum and supports the development of the ‘whole child’.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

‘British Values’ have been identified as:

Democracy:

The ability to understand, communicate and participate are the most important areas of learning.  We ensure that pupils are given a voice to communicate. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each voice and by listening and responding, we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions.  Staff are committed to providing a consistent and predictable environment within the school and beyond.  We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty and Participation:

Pupils are encouraged to become valued citizens by supporting them to become as independent as possible. We endeavour to demonstrate that everyone has rights and corresponding responsibilities. Some pupils are able to take responsibility for particular roles. Learning to do things independently is an important part of learning to understand yourself.  We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need.  We believe that engendering a caring environment and learning to be independent can boost and nurture healthy self-esteem.

Mutual Respect:

We promote students’ inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, students work with a range of people and interactions with others are always positively promoted. This may include working with students from other schools, coaches, learning mentors etc. The curriculum is personalised and planned for pupils and may include transitioning between certain subjects and resources onsite and going into the community for sports and co-curricular activities offsite.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

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. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils’ experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. They have visited a range of local places and central London venues. As a school, we take part in sporting activities which help to instil ‘fair play’ and engender a ’team spirit’.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being 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 are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

**Spiritual, Moral, Social and Cultural (SMSC)**

The TF has a strong commitment to the personal and social development of all pupils.  The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all pupils.

**What is SMSC – Spiritual, Moral, Social and Cultural development?**

**Spiritual development is when we:**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral development is when we**:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social development is when we:**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, rule of law, liberty, respect and tolerance.

**Cultural development is when we:**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil’s SMSC development is seen for example in:

* Taking part in a range of activities regarding social skills
* Developing an awareness and respect for diversity
* Developing an understanding of right and wrong.
* Developing the communication skills to make choices about likes/dislikes in school and the wider community.
* Taking part in sporting opportunities.
* Taking part in cultural opportunities.
* Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at The TF.  This integrated approach ensures that aspects of SMSC is considered in all subject areas.

**Beyond the Curriculum**

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

* Assemblies give pupils an opportunity to explore aspects of SMSC
* An Art Specialist Teacher in school
* We are currently registered to achieve the UNICEF RRSA Award

**Impact**

In order to reflect further on the impact of all our work on SMSC:

* We engage our Advisory Board, families and community
* Hear our student voice
* Observe staff and pupil interactions
* Support Social Behaviour and Emotional Literacy
* Complete learning walks reflecting on resources and practices.

Sign off and review

|  |  |  |
| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 30.01.17 |
| Reviewed by | Emma Clyde | 01.10.24 |
| Next Review By | Emma Clyde | 01.10.25  |