THE ROSEWOOD SCHOOL

British Values & SMSC Policy





Staff responsible:

Mr D. Kirk

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4. **Introduction**

Rosewood is an SEMH school that is committed to focusing on the social and emotional aspect of the whole child, therefore our curriculum must be catered around this. Our main aim is to help pupils overcome their difficulties and strive for a healthy transition in becoming happy young adults, confident in themselves and their decisions.

Taking a whole-school approach to actively promote fundamental British Values and support our pupils with their spiritual, moral, social and cultural development, helps our school community to be tolerant of, show mutual respect for and achieve an appreciation of all genders, ages, abilities and cultures.

1. **Statement of Intent**

This policy details the approach that Rosewood takes to champion fundamental British Values and encourage the spiritual, moral, social and cultural development of students.

British Values are officially taught in PSHE, RE and ICT curriculums. However, we understand the importance of promoting these values as a whole-school, and therefore they underpin our school ethos and promotion of spiritual, moral, social and cultural understanding.

Through our policy and procedures we aim to equip pupils with:

* Knowledge of the democratic process, and how we as citizens can influence this.
* The initiative to distinguish right from wrong and respect the civil and criminal law of Britain. This will encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society.
* To ability promote peace between different cultural traditions by supporting students to achieve an appreciation for their own and other cultures.
* The knowledge, skills and understanding to lead confident, healthy and independent lives in modern Britain.
* To bring a sense of enjoyment and fascination in learning about themselves, others and the world around them.

1. **Legal Framework**
   1. This policy holds reference to all relevant legislation and statutory guidance, including the following:

* Equality Act 2010
* Counter-Terrorism and Security Act 2015
* Ofsted (Sept 2019) ‘School Inspection Handbook’
* DfE Guidance on promoting British Values in Schools
* Keeping Children Safe in Education 2022
  1. This policy functions in conjunction with the following school policies:
* Behaviour Policy
* Safeguarding & Child Protection Policy
* Disability / Equality Policy
* Relationship & Sex Education Policy
* Anti-Bullying Policy

1. **Delivery**
   1. Democracy

Democracy is promoted at Rosewood School through:

* PSHE, RE and ICT curriculums specifically as part of British Values, where pupils take part in informal voting of world issues, debates and lessons tailored around democracy, Brexit and the history of UK Parliament.
* The completion of PASS questionnaires that allows students to voice their opinion, and encourages an understanding of democracy through having an input into what and how they learn.
* Students attend their pupil-centered EHCP meetings, where their opinions are shared and reviewed appropriately.
* Mock General Elections take place when deciding on School Council candidates.
* The whole school curriculum advocates democracy through sharing, teamwork, decision making and assemblies.
  1. The Rule of Law

The Rule of Law is promoted at Rosewood School through:

* PSHE, RE and ICT curriculums specifically as part of British Values, where pupils are taught the civil and criminal law, the judicial system and morals and ethics.
* The school ethos and rules that act as the expected norms and the standard expected in school. Pupils understand they are there to protect them and staff, and become accustomed to following the rule of law through abiding by them in a micro setting. There are consequences when rules are broken.
* Trips and visits to places and organisations that teach and promote the importance of the rule of law. For example, Shrewsbury Prison
* The Behaviour and Anti-Bullying policies, that clearly set out boundaries and a zero-tolerance stance for any form of abuse, violence or aggression.
  1. Individual Liberty

Individual Liberty is promoted at Rosewood through:

* PSHE, RE and ICT curriculums specifically as part of British Values, where pupils are taught human rights, protected characteristics, the power of voting and anti-bullying topics.
* Timetabled careers lessons and sessions that are solely pupil-centered; they have control of their future.
* Pupil self-assessment means they take responsibility over their own learning.
* A whole school curriculum and ethos that promotes and builds self-knowledge, self-esteem and self-confidence.
* Pupils being actively encouraged to make their own choices. This is exercised safely, and creates independence that prepares them for adulthood and the wider world.
* Providing a safe and supportive environment that allows pupils to make appropriate decisions, take responsibility for their actions, builds respect and resilience and allows their individuality to flourish.
  1. Mutual Respect

Mutual Respect is promoted at Rosewood through:

* PSHE, RE and ICT curriculums specifically as part of British Values, where pupils are taught the Equality Act, anti-bullying/racism/homophobia topics, Judaism/Christianity/Islam/Buddhism/Hinduism and links to the law.
* The Behaviour Policy, which outlines what’s expected of pupils and staff so that respect is paramount.
* A whole-school approach that promotes peace between different cultural traditions by supporting students to achieve an appreciation for their own and other cultures.
* Visits to different places of worship, where pupils gain perspective while engaging in fun activities.
* Trips and visitors that allow pupils to interact with members of the public, encouraging empathy, open mindedness and understanding.
  1. Tolerance

Tolerance is promoted at Rosewood through:

* PSHE, RE and ICT curriculums specifically as part of British Values, where pupils are taught to respect and encourage differences, Protected Characteristics, resilience, prejudice based bullying, ‘gender roles’ and controversial debate topics.
* Opportunities given to pupils to experience diversity; trips to different places of worship, interaction with the general public, visitors of different ages, backgrounds, genders, sexualities and religions, and sessions with organisations that promote empathy.
* Discussion during assemblies, form time and class time around current topics in the news, bringing recognition and relevance.
* The opportunity to discuss opinions and judgements with knowledgeable, non-biased staff in an environment that is safe and supportive.
* Links made within our local community, this give pupils a sense of belonging and to experience diversity in their own society.
  1. Spiritual, Moral, Social and Cultural Development

SMSC development is promoted at Rosewood through:

**Spiritual**

* Experiencing fascination, awe & wonder by exploring our local area and through various trips and visits.
* Exploring the values & beliefs of others through a range of lesson topics in different subjects, trips to different places of faith and engaging with the local community.
* Understanding human feelings & emotions; Rosewood is an advocate for Mental Health and students have different opportunities to explore their feelings, this is done through a range of activities such as farm therapy, holistic therapy, lessons, visitors, counselling etc.
* Using imagination & creativity in learning through completing the Artsmark Award as a school, where each subject offers creativity through their schemes of work. Art and Drama are timetabled lessons, and students also have the option to take part in Music lessons.
* Students are encouraged to reflect on their work and behaviour each lesson. Pupil voice tailors all that we do; pupils complete a PASS (pupil’s attitude to school and self) questionnaire each term, where they are given the opportunity to voice their opinions. We also run a school council.

**Moral**

* Investigating moral & ethical issues through subject lessons such as RE, PSHE, Citizenship, educational trips and visits to places such as prisons and science museums, sessions with outside organisations and whole school assemblies.
* Providing students with the knowledge to recognise right and wrong, and then allowing them to apply this to their work, behaviour and mindset.
* Understanding the consequences of actions through embedding both school rules and our behaviour policy.

**Social**

* Developing personal qualities & using social skills while engaging with the local community in a meaningful way, such as helping out at the local church, completing bikeability and trips to the local park.
* Participating, cooperating and resolving conflict through lesson debates, taking part in adventurous, teambuilding activities, and promoting restorative practice during difficult situations.
* Understanding how communities and societies function through learning about democracy in lessons, promoting British Values and engaging with our own community.

**Cultural**

* Exploring, understanding and respecting diversity in taking part in nationwide celebration events, engaging positively with society and learning about and respecting protected characteristics.
* Participating in and responding to cultural activities through whole school celebrations and events, visits from organisations and trips to different places of faith.
* Understanding and appreciating personal influences while studying different topics such as role models, child development and assessing the impact these have.

1. **Roles and Responsibilities**

* The Governing Body is responsible for the overall implementation and review of this policy, and for ensuring that the British Values are consistently upheld throughout the school.
* The Headteacher will ensure that all staff are informed of and uphold British Values through the methods outlined in this policy, and that the appropriate measures are in place to carry out these methods.
* The PSHE Lead and Teaching staff will ensure their lessons are inclusive of, and conscious to the fundamental British Values. Delivered in ways that are accessible to pupils with SEND.
* Pupils are expected to follow the school’s Behaviour Policy and ethos to ensure respect and safety.

1. **Challenging perspectives that oppose British Values**

In line with other protective policies, this policy is in place to ensure that pupils have an understanding of why British Values are important, how they’re here to help and protect us, and to create a guideline for pupils and staff.

The school openly and appropriately challenges negative opinions and behaviour that goes against British Values. Rosewood has a zero-tolerance stance on discriminatory and prejudicial attitudes, any students displaying this behaviour will be sanctioned in line with our Behaviour Policy. Referrals will be made to the Senior Leadership Team, pupils will be monitored and parents/carers involved. Regarding students that may be at risk of radicalisation, referrals will be made in accordance with the school’s Safeguarding Policy.

1. **Staff Training**

All staff are made aware of their responsibilities in upholding British Values and promoting SMSC in their roles, and are offered further training as necessary. PSHE, RE and ICT Leads may have extra training to support the explicit teaching in their subjects.