

FURROWFIELD SCHOOL

SMSC and British Values Policy



2016-2017

Contents

•	School Aim	3
•	Introduction	4
•	What is SMSC?	4
	-Spiritual Development	
	-Moral development	
	-Social development	
	-Cultural development	
•	How are the aspects of SMSC implemented?	7
•	What are British values?	12
	- Bring part of Britain	
	- Democracy	
	- Rules and Law	
	- Individual liberty	
	- Mutual respect	
•	How we promote British Values?	15
•	SMSC Overview	16
	- Role of Governors and head teacher	
	- Staffing	
	- Staff training and CPD	
	- Resource provision	
	- Dissemination of the SMSC Policy	
	- Monitoring and evaluating SMSC Policy	
•	Appendix	16

School Aim

At Furrowfield School a single and simple global aim is pursued;

To assist all pupils to achieve their fullest potential, in all aspects of development, in order that they may contribute more positively to the society in which they live, both now and in their future adult life.

This is underpinned by the belief that pupils will
'progress through encouragement.'

At all times the school will seek to promote,
amongst staff and pupils, as appropriate,
a sense of spirituality and wonder of the world about us,
through the curriculum described in this and other policy documentation.

Introduction

Furrowfield School is a maintained residential special school for pupils from the ages of 11 to 16 years and caters for pupils with Social, Emotional and Mental Health (SEMH) needs. In addition, pupils might have other needs such as Autism, Atypical Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language, Pathological Demand Avoidance (PDA) and these needs will be met by the skilled staff within school. Pupils are placed at the school by the Special Educational Needs and Disability Team at Gateshead Council. In September 2015 Furrowfield School formed a Soft federation with Eslington Primary school. The Federation will allow us to have a shared leadership, strengthen the governance of both schools, and enhance training opportunities and to develop opportunities that benefit all pupils. Furrowfield School recognises that the spiritual, moral, social and cultural (SMSC) elements of a pupil's education are crucial to their development as an individual, as it allows them to take their rightful place in their community as a local, national and global citizen.

This policy builds upon the school's mission statement 'Together we succeed'. In addition, this policy also clarifies how the school's approach to Collective Worship and how it supports SMSC. It also sets out four key areas within which the DfE has defined British values, and the ways in which Furrowfield pupils learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

Defining SMSC

SMSC is about the values pupils are encouraged to hold, and their attitude towards learning, knowledge and society. At Furrowfield School, we promote SMSC in the following ways:

Spirituality

Spirituality is concerned with:

- Beliefs - informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that pupils and adults share.
- A sense of awe and wonder - the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to music and drama.

- Feelings of transcendence - the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.
- A search for meaning and purpose - this is encouraged through students asking questions about what is going on in their lives.
- Relationships - recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.
- Creativity - where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- Feeling 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 use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

- The values and attitudes Furrowfield identifies, upholds and fosters
- The contribution made by the whole curriculum
- Religious Education, acts of collective worship and other assemblies
- Extra-curricular activity, together with the general ethos and climate of the school..

Moral Development

Moral development refers to pupils

- Knowledge
- Understanding
- Intentions
- Attitudes
- Behaviour in relation to what is right and wrong"

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- quality of relationships

- standards of behaviour
- quality of leadership
- the values the school sets and exhibits through its structures
- the curriculum and teaching

Social Development

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through: -

- co-operation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity
- the development of citizenship

Cultural Development

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through: -

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures
- therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations cultures and societies
- developing in our students' respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

How are the aspects of SMSC implemented in the school day?

The main way SMSC is recorded within Furrowfield school is through whole school planning and it is monitored every half term. The main focuses are SMSC, PSHE, Citizenship and British values. All staff will highlight areas they have covered over the term and it allows pupils to see what skills and knowledge they are developing throughout their daily lives at Furrowfield

Below is a more detailed outline on what inspectors will expect to see from spiritual, moral, social and cultural development. This checklist is what Furrowfield schools offers and any areas that Furrowfield need to improve over the next academic year. As parents/carers/governors and pupils, your voice counts and so if you have any queries about the information shown below please feel free to contact the PSHE and RE co-ordinator Miss Griffiths or any other members from the Senior Leadership Team.

Spiritual development

Reference in Ofsted	To be found in	Action to take
Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	RE, English, Tutorial Work, Arts Mark, History, Spanish week, PSHE, Assemblies, Art and design, Media, Food technology, visiting the local church and working with them. Celebration of religious festivals and events	<ul style="list-style-type: none"> • <i>Make sure that staff remember to allow time for reflection as part of all programmes of study.</i> • <i>Build into next round of monitoring visits.</i> • <i>Make sure regular trips are arranged for pupils to reflect, respect and learn different values and faiths.</i>
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Opportunities provided for visits to music, art and theatre events through Arts Mark, PSHE, History, RE, English, Food Technology, Geography, whole school ethos.	<ul style="list-style-type: none"> • <i>Promote reflection time during tutor time</i> • <i>Discuss with SLT - do we feel the children demonstrate this? How do we know?</i>

Use of imagination and creativity in their learning.	History, RE, Science, PSHE, PE, Assemblies, Tutorials, Geography, Art, Photography, Arts Mark.	<ul style="list-style-type: none"> • <i>Make sure curriculum planning is imaginative and creative.</i> • <i>Build on the Arts Mark aim and ethos.</i> • <i>To be monitored by Subject leaders.</i> • <i>Teachers to share good practice.</i>
Willingness to reflect on their experiences.	English, Tutorial work, PSHE, RE, Career transition days	<ul style="list-style-type: none"> • <i>Make sure that staff remember to allow time for reflection as part of all programmes of study.</i> • <i>Build into next round of monitoring visits.</i>
<p><u>Relationships</u> In particular the fostering of positive relationships, between student and student and student and teacher.</p>	PSHE, Tutorials, Assemblies, Science	<ul style="list-style-type: none"> • <i>Follow the sec education policy</i> • <i>Make sure teachers demonstrate how to be a positive role model.</i>
<p><u>Feelings and Emotions</u></p>	RE, Geography, English, History, Assemblies, Tutorials, PSHE	<ul style="list-style-type: none"> • <i>All pupils to complete friends program.</i> • <i>All pupils to be boxall assessed</i> • <i>Pupils will be taught strategies to cope with their feelings and emotions</i>

Moral development

Reference in Ofsted	To be found in	Action to take
Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.	<i>PSHE, Tutorials, Assemblies, Intervention groups, RE</i>	<ul style="list-style-type: none"> • <i>SLT to make sure this topic is covered sufficiently in the PSHE/RE/History planning.</i>
Understanding of the consequences of their behaviour and	Code of Conduct, Anti-bullying	<ul style="list-style-type: none"> • <i>Monitor use of sanctions and</i>

actions.	policy, Equal opportunities policy, Tutorial work, PSHE, RE, Student Councils	<i>rewards for all different groups of children - how consistently is the behaviour policy being applied?</i>
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.	<i>PSHE, RE, History, School council, Assemblies, External visitors</i>	<ul style="list-style-type: none"> • <i>Check with PSHE and C co-ordinator - how far is this covered?</i> • <i>Consider extending debating society to younger students.</i>

Social development

Reference in Ofsted	To be found in	Action to take
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	<i>Whole school ethos, Re, PSHE, House system, Arts mark, Boxall assessments, tutorials, external visitors, show racism the red card, transition and careers education.</i>	<ul style="list-style-type: none"> • <i>Do we make enough use of our house system? Are there more whole school activities that could be arranged around it?</i> • <i>Are social skills promoted positively around school?</i>
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	<i>ASC, Peer mentoring, Volunteering within the local community, Fund raising, work with the local church, show box appeal.</i>	<ul style="list-style-type: none"> • <i>Consider building more community projects into the curriculum.</i> • <i>Monitor ASC and potentially uptake of Duke of Edinburgh Award.</i>
Acceptance and engagement with the fundamental British	<i>PSHE, RE, History, School</i>	<ul style="list-style-type: none"> • <i>PSHE and C co-ordinator to</i>

values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	<i>council, Assemblies</i>	<i>identify where these values are covered in PSHE and C.</i>
---	----------------------------	---

Cultural development

Reference in Ofsted	To be found in	Action to take
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	<ul style="list-style-type: none"> <i>RE, PSHE, History, Geography, themed weeks, assemblies, Artsmark.</i> 	<ul style="list-style-type: none"> <i>Ask department heads to consider ways in which it can be incorporated more fully into other subjects too.</i>
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.	<i>PSHE, Career education, PE, Themed weeks, Celebration of religious festivals</i>	<ul style="list-style-type: none"> <i>Need to build more links with a school in a contrasting environment. Began this previously as part of community cohesion, pick up contacts again.</i>
<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<i>PSHE, RE, History, Educational trips, Residential trips, Sport competitions, Involvement in visits to places of cultural interest</i>	<ul style="list-style-type: none"> <i>PSHE co-ordinator to identify where these aspects are covered in PSHE.</i> <i>Is this covered in the history curriculum sufficiently? Explore with the humanities department</i>

		<ul style="list-style-type: none"> • <i>Are all subjects following Artsmark?</i>
<p>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.</p>	<p><i>Visits to places of religious worship, RE, PSHE, Celebration of religious festivals and events</i></p>	<ul style="list-style-type: none"> • <i>Conduct evaluation of the extent to which staff, students themselves, parents and the local community feel this to be the case.</i>

What do we mean by British Values?

In June 2014, David Cameron emphasised the important role that British values can play in education and also how well a school promotes such values is an aspect of Ofsted's inspection process. Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at Furrowfield school. British values are promoted in so much of what we do especially during our school assemblies, Religious Education, PSHE and Social and Emotional Aspects of Learning throughout the curriculum. The values are integral to our long-standing visual ethos statement which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world - they differ in no way from the values of most western European countries, for example.

Below are just a few examples of how we promote British values.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Furrowfield. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example what could be more British than a trip to a pantomime around Christmas time as well as celebrating national events such as Christmas and Easter.

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are **Geographically and Historically**.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Furrowfield school. Democracy is central to how we operate. An obvious example is our [School Council](#). The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote and this is made up of one representative per class and the council meets regularly to discuss issues raised by the different classes.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not

only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Pupils also follow a good PSHE and SMSC curriculum which looks at the British government and different voting systems. It is also encouraged to talk about the British society and what is going on in different parts of the world. This is encouraged through talking in assemblies, tutor time and in their subject lessons.

Rules and Law.

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies, PSHE lessons, RE lessons and when reflecting on behaviour choices. Pupils 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.

These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules - in a sports lesson, for example

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and PSHE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Furrowfield school is in an area which is greatly culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever else. Children learn that their behaviour choices have an effect on their own rights and those

of others. All members of the school community should treat each other with respect.

Specific examples of how we at Furrowfield school enhance pupils understanding and respect for different faiths and beliefs are through Religious Education, PSHE and other lessons we develop awareness and appreciation of other cultures. This includes focusing on religious beliefs, radicalisation and extremism as well as looking at FGM. In English through fiction and in Art by considering culture from other parts of the world, for example enjoying a depth of study during Themed Weeks, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world.

How we promote British values

Below is a list about how Furrowfield School promotes British values. This is also evident on our SMSC display.

Values	Through the curriculum	Through other school activities	Through the school ethos
Democracy	<i>Through the PSHE and RE curriculum focussing in year 8 and year 10. In year 8 students will look at the government, democracy, what it means to be british and also look at other countries voting systems. In year 10 students will look at what it means to live in a multicultural society, the advantages and disadvantages and how diverse Britain is.</i>	<ul style="list-style-type: none"> • School council elections • Decisions on class sanctions and rewards • Friday activities which are chosen through best points during the week. • End of term trips and activities. 	<ul style="list-style-type: none"> • Voting used to make decisions on a number of key issues, including end-of-term events, school 'fun' events, changes to the school day, uniform or lessons taught. Year 9 options. • PSHE and RE policy
The rule of law	<i>Pupils look at their behaviour in every year group during their PSHE lessons. In RE and PSHE they look at both religious laws, British laws and human rights.</i>	<ul style="list-style-type: none"> • Code of conduct and school rules. • Policies • Sanctions and rewards during break time, tutor time and on a Friday. 	<ul style="list-style-type: none"> • Through behaviour policy and emphasis on following whole-school rules. • PSHE and RE policy
Individual liberty	<i>All pupils will study human rights and freedoms that we have as individuals. This is focussed in PSHE but is crosscurricular and should be taught in all subjects.</i>	<ul style="list-style-type: none"> • Code of conduct and school rules • Artmark • Extra curricular activities during break times and after school. 	<ul style="list-style-type: none"> • Through safeguarding policy and equal opportunity policy. • PE policy • Arts mark aim and objectives • PSHE and RE policy
Mutual respect	<i>Pupils will learn about E safety in ICT. They will learn about positive relationships in RE and PSHE.</i>	<ul style="list-style-type: none"> • Enrichment activities, school trips and visits • Positive relationships are emphasised by regular parent consultation evenings. 	<ul style="list-style-type: none"> • Through staff example and respect given to pupils and whole school community. • Involvement of parents and 'welcome' demonstrated in school.
Tolerance of those of different faiths and beliefs	<ul style="list-style-type: none"> • RE - visits to places of worship • History and Geography. • Artsmark • Planned lessons focusing on FGM, Radicalisation 	<ul style="list-style-type: none"> • Collective worship • Celebration of the religious festivals of world religions • Themed weeks 	<ul style="list-style-type: none"> • Through displays. • Consideration of religious requirements, including uniform, prayer rooms, liaison with other religious schools and with Eslington primary school.

	<i>and extremism.</i>		
--	-----------------------	--	--

SMSC overview

The PSHE, Citizenship and RE Co-ordinator and the Senior Leadership team are responsible for monitoring the whole school ethos around SMSC, making sure that it being implemented in both planning and teaching. They are expected to support colleagues in the teaching of SMSC by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues and feedback is given to the governor responsible for PSHE and Citizenship.

Role of Governors/Head teacher and School Management Team

- *Governors/Head teacher, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.*

Staffing

- *Miss Griffiths is the PSHE and Citizenship Co-ordinator. She is responsible for the writing and implementation of SMSC. She is also responsible for the monitoring of planning, teaching and evaluations, alongside the head teacher. All Subject teachers are responsibly to implement SMSC in their planning.*

Staff training/CPD

- *The school is committed to improvements in the delivery of good quality SMSC teaching, the SMSC Ethos and current and future training, for those who deliver curriculum.*
- *Staff are responsible for liaising with the head teacher or a member of the senior leadership team to identify areas in which they feel that they would require training, a range of service providers are accessible to the school*
- *The PSHE and Citizenship Co-ordinator, in conjunction with the head teacher, provides INSET training for the whole school.*

Resource Provision

- All subject teachers are responsible in the purchasing of resources that can support SMSC within their academic subject.
- Subject teachers are required to also provide resources to help with cross curricular activities within their lessons that are linked to PSHE, Citizenship and SMSC.
- An annual budget is decided upon by the head teacher, along with the governors, this amount can be variable and is allocated to the co-ordinator each April.

Dissemination of the SMSC Policy

- All members of staff have been given a full copy of the 'SMSC Policy'
- All governors have received a copy of the 'SMSC Policy'
- Policies are available on request to any other interested parties (e.g. parents, visitors, LEA officers).

Monitoring and Evaluating the SMSC Policy

To monitor and evaluate the effectiveness of the policy and its implementation the following steps will be taken:

- Pupils feedback
- Teacher feedback
- Changes made to the school ethos in relationship to whole school SMSC
- Changes to the SMSC curriculum
- Achievement of appropriate 'Awards'

Yearly reviews will be made to recognise changes that may occur.

Chair of Governor **Date**

Chair of School Council **Date**

Parent Governor **Date**

Headteacher **Date**

Other relevant policies

Sex education policy, RE policy, PSHE policy, SEND Policy, History policy,