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Introduction

British Values and SMSC at The Woodlands Academy are taught as discrete subjects, and through and from cross-curricula topic and subject work; including ASDAN units at KS4. In essence elements of British Values and SMSC are taught through everything that we do at The Woodlands Academy.

Intent

At The Woodlands Academy we value the diversity of all our pupils, families and wider school community. We aim to nurture our pupils on their learning journey so that they can grow into safe, considerate, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

Schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Our policy builds pupils' resilience to radicalisation by promoting fundamental British Values and enables pupils to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, at Woodlands we provide a safe place in which children and young people are able to explore ideas, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Implementation

Spiritual Education

The RE curriculum covers a range of faiths. Spirituality is mainly explored through assembly themes and RE lessons. Children and young people have a sense of enjoyment in their learning, which is achieved through class routines such as Class Cup and the shout out board, as well as through class trips and clubs.

Moral Education

The children and young people at Woodlands Academy have a strong understanding of right and wrong. This is reinforced through the Headteacher award and finer diner. All classes agree rules at the beginning of each year which are regularly referred to.

They show an interest in offering views about moral and ethical issues, particularly evident through our School Council. Children are given an understanding of how a democracy works through school council voting and learning about parliament.

Social Education

Children are encouraged to use a range of social skills in different contexts. We are proud that our older students are keen to help others at lunch time.

Cultural Education

Our children participate in a range of artistic, sporting and cultural opportunities. Their achievement within these areas is celebrated weekly during a whole class assembly during which trophies, awards and certificate are shown and discussed. We have a cultural week twice a year.

Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys.
- The principle of democracy is explored in the curriculum as well as during collective worship and special days.
- Pupil voice is a very important part of daily life in our school with all pupils knowing that their opinion and ideas matter.
- Our behaviour policy involves rewards which the pupils are involved in setting

Rule of Law

- The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout every school day.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during collective worship and on the playground.
- Pupils are encouraged to respect and value the law, and are taught that they govern and protect us. Woodlands Academy enjoys visits from or to authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message. Some pupils visit the annual Crucial Crew event run by the emergency services, aspects of right and wrong behaviours are dealt with through numerous role play scenarios.
- We are committed to praising children's efforts. We praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and fulfilling our school values.
- Children's achievements are also recognised during Celebration Sharing Assemblies

Individual liberty

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour. Our pastoral support reinforces the importance of making the right choices.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of unkindness is challenged and addressed.

Mutual respect and tolerance of others

Through a strong commitment to values education, 'respect' and 'responsibility' are highly regarded by all members of our school community.

- The pupils know and understand that it is expected that respect is shown to everyone, adults and children. They are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community which is by large white British. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We use opportunities such as the Olympics and Rugby World Cup to study and learn about life and culture in countries.
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning in class, during assemblies and during our annual culture week.
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations. We offer a culturally rich and diverse curriculum in which all major religions are studied and respected
- Pupils are encouraged to ask the 'big questions' when world 'crisis' events happen.

Resources

- It is acknowledged that age appropriate materials are extremely important and teachers should be aware of this when selecting appropriate equipment to meet the children's needs

Impact

- Assessment is an ongoing process through observation, discussion, scrutiny of work, and the use of PIVATS 5, MAPP and CLIPPS assessment tools. Pupils in the semi-formal classes are assessed using MAPP and the Levels of Engagement with PIVATS 5 being used for some. Pupils in the formal classes are assessed using PIVATS 5 and CLIPPS.
- Parents discuss pupil progress and achievement during parent evenings, informal meetings, and daily home to school books and Annual Review Meetings.

Pupils can make progress in understanding British Values and SMSC through:

- ✓ A widening of horizons and participation from the immediate social circles of family and school, to an extended participation in the wider community
- ✓ Adapting to different circumstances and contexts with independence and confidence
- ✓ Acquiring an increasing range of vocabulary from names of objects, events and people to vocabulary used the curriculum and related to the wider community

Equal Opportunities

Access to the curriculum for British Values and SMSC is given to all pupils.

Sensitive treatment is given in issues relating to personal beliefs and practice, as well as cultural traditions and lifestyles.

Monitoring and Evaluation

The quality of the teaching and learning of British Values and SMSC will be monitored by the Subject Leader and by the Senior Leadership Team during classroom observations and 'learning walks'. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of British Values and SMSC, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academies commitment to high achievement and effective teaching and learning
- Monitor the progress made by pupils and progress towards achieving subject plans and targets.
- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, data analysis, pupil interviews, and drop-ins, observing learning and rates of progress in lessons.
- Offer support to teachers in planning, teaching and assessment.
- Keep up to date with statutory requirements and relevant initiatives.
- Set targets for subject development.
- Ensure that the whole school assessment, recording and reporting is followed in relation to British Values and SMSC
- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.
- Manage the annual budget allocation
- Organise and maintain a catalogue of resources.

Monitoring and Review

The British Values and SMSC policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The Subject Leader will report on this to the Governing Body annually. The work of the Subject Leader will also be subject to review by the Head teachers as part of the performance management arrangements.

Appendix 1: Key Documentation

This policy should be read in conjunction with the following school policies / guidelines:

- Teaching and Learning Policy
- Communication Guidance
- Assessment Policy
- ICT Policy
- Positive Behaviour Policy

The following documents have informed this guidance:

Special Educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Religious Education in Schools

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

The North Yorkshire SACRE RE Agreed Syllabus 2103-2018

<http://cyps.northyorks.gov.uk/CHttpHandler.ashx?id=20582&p=0>