

WARMLEY PARK SCHOOL

STATEMENT FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION INCLUDING BRITISH VALUES



Aspire, Believe, Enhance, Achieve

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Aspire, Believe, Enhance, Achieve

We believe and value every individual and what they can aspire to.

*We will inspire them to do this by enhancing learning
and encouraging everyone to achieve together.*

Warmley Park School regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all students. It is provided in all formal and informal settings and permeates every aspect of the school's work, although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development. Through the school's SMSC education, British values are promoted.

The development of SMSC is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in Personal Social Development (PSD) and Religious Education (RE) lessons and is recognised and celebrated alongside academic achievement.

The spiritual development of pupils is shown by their:

- 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
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

'Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity, without the inclination to question and without the exercise of imagination, insight and intuition, young people would lack the motivation to learn and their intellectual development would be impaired. Deprived of self-understanding and potentially the ability to understand others, they may experience difficulty in co-existing with neighbours and colleagues to the detriment of their social development. Were they not able to be moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language, they would live in an inner spiritual and cultural desert'. ('Spiritual and Moral Development' – National Curriculum Council).

We have adopted this definition because of its relevance to our pupils.

The NCC paper describes spiritual development as:

A sense of awe, wonder and mystery – being inspired by the natural world, mystery or human achievement; although this is not easy to teach, it is possible to offer pupils the opportunities to try to develop this sense for themselves.

Outdoor learning is a very important aspect of the whole curriculum; all pupils have opportunities to learn about the wonder and importance of nature and the environment. The school has a Secret Garden for creative storytelling. We have a poly tunnel which is accessed all year round by Post-16 students to undertake work on Horticulture. Forest School is a highly successful element of the school with pupils demonstrating increased confidence. Pupils are given opportunities to learn about caring for animals; the school works in partnership with Grimsbury Farm, a local community farm. We also have a close relationship with Molly, a Pets as Therapy dog who visits weekly. Activities, including sailing, promote interest in trialling new challenges in different settings.



Vocational Learning at
Grimsbury Farm

Sailing at Bristol Docks



John Muir Award at
Tree Life Centre

Art displays around the school celebrate and promote achievement in a wide range of subjects and our weekly celebration assembly reinforces this, in order to promote awe and wonder. The development of these concepts is also a key element of the RE curriculum.

Self-knowledge – *an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others.*

This is an essential part of our work with children. Some pupils have to be helped to understand who they are and how they are separate from other people. Pupils are helped to understand what they are good at, through praise, reward and celebration. For many pupils the PSD curriculum focuses on aspects of self-knowledge - from the very practical aspects of 'Who am I?' (often involving mirror work) to more fundamental questions of "What am I good at?", "What do I still need help with?" and "How can I move forward?". All pupils contribute to their own annual review through attending or working with staff on preparing a presentation.



Relationships – *recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.*

Relationships are key to pupils being a part of the school community. In order to help pupils to develop the confidence and skills needed to form positive relationships, members of staff model key behaviours throughout school life. These skills are also taught in PSD, supported in class via social skills activities and promoted on the playground. Through these supported activities the pupils are given strategies through which they can develop relationships with their peers.



Creativity – *expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.*

Warmley Park is a creative school and has fostered many links to develop creativity with groups such as Myrtle Theatre and Dance Voice. For some pupils creative therapies, including Music Therapy, Drama Therapy, Art Therapy and Play Therapy, will enable them to explore and reflect. Staff are trained in using Sand Tray Therapy to support pupils to 'tell their story'. Music is a very important aspect of our whole curriculum, with singing being a strength that extends to a pupil and a staff choir. Our use of ICT has developed innovative practice in animation and film making.

Feelings and emotions – *the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when to it is important to control emotions and feelings and how to learn to use such feelings as a source of growth.*

Sometimes pupils will need additional support in recognising their own feelings and in empathising with others. This is a step which recognises that reactions to different situations will lead to different emotions and that it is perfectly acceptable to show appropriate emotions in a range of contexts.

Importantly, pupils are encouraged to recognise signs of anxiety and communicate this. Our whole school policy on Positive Management of Behaviour uses ProactSCIPrUK as we believe in the proactive strategies which can lead to deceleration through recognition and avoidance of triggers, understanding the communicative element of behaviour and supporting self-regulation.



Moral development – The moral development of pupils is shown by their:

- 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
- Understanding of the consequences of their behaviour and actions
- 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

At Warmley Park we regard moral development as the building of a framework of values which regulates personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

At Warmley Park we seek to ensure that pupils have an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures; a confidence to act consistently in accordance with their own principles; an ability to think through the consequences of their own and others' actions; a willingness to express their views on ethical issues and personal values; an ability to make responsible and reasoned judgements on moral dilemmas; a commitment to personal values in areas which are considered right by some and wrong by others; a considerate style of life; a respect for others' needs, interests and feelings, as well as their own; a desire to explore their own and others' views; an understanding of the need to review and reassess their values, codes and principles in the light of experience.

We promote moral values through providing a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school:

- promoting a range of measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving the pupils a variety of opportunities, across the curriculum, to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
- rewarding the expression of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet, as well as in school
- modelling through the quality of relationships and interactions, the principles they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions – for example, respect for property, care of the environment and developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforcing the school's values through images, posters, classroom displays



Understanding Positive Behaviour

We have an established and embedded ethos that underpins our school aims and is mirrored in the school. The school has a positive behaviour policy where good behaviour is modelled, promoted, rewarded and celebrated. This uses the Proact SCIPrUK approach which focuses on functional analysis of behaviour. All staff are trained in the approach by our own team of in-house trainers.



Litter Picking



Race for Life



Collecting Easter Eggs for
Charlton Farm Children's Hospice

Social development – the social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- 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
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Warmley Park we regard social development as focusing on supporting young people to work effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multiracial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects.



Science with Students from
Bath Spa



Visiting St Barnabus Church



Buying lunch in the Community

We encourage pupils:

- to identify with the key values and principles on which our school is based
- to foster a sense of community with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- to work co-operatively
- to recognise and respect social differences and similarities; we provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions

We help pupils:

- to develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect, interdependence, independence
- to challenge, when necessary and in appropriate ways, the values of a group or wider community
- to resolve tensions between their own aspirations and those of the group or wider society

We provide:

- a conceptual and linguistic framework within which to understand and debate social issues
- opportunities for engaging in the democratic process and participating in community life
- opportunities for pupils to exercise leadership and responsibility
- positive and effective links with the world of work and the wider community

Social development is celebrated through individual achievements in classes and through whole school recognition such as the Citizen of the Month and Achievement Board and Twitter.

All pupils have a status in the school. Many pupils have jobs to do in their own classrooms and this extends into the work of the school as they become older and more able to take on more responsibilities. Additionally, we take every opportunity for pupils to also have a role in the local community. This is through employability, sports events, travel training and our promotional videos, including This Is My School. Pupils are encouraged to show respect to staff and peers, through overt teaching and through good modelling.

Teamwork is emphasised in PE lessons and children are encouraged to work together to achieve goals. Warmley Park pupils participate in various inter-school events including football, netball, cricket, swimming, Boccia and athletics tournaments, which provide opportunities to feel part of a team. This also helps the school to develop as a community, with pupils able to rally behind support and celebrate the various team achievements. The events are often held off site in locations which have specialist sports facilities, such as University of the West of England and Bristol Cricket Club, so the sense of significance is enhanced. Participation in the Jubilee Challenge, part of the Ten Tors event which is held on Dartmoor, is a great opportunity to showcase team work, resilience and challenge.



Cultural development

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
- 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
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- 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.

At Warmley Park we promote cultural development through providing practical opportunities for pupils to explore the experiences, values and traditions of diverse cultures. Pupils use their senses to engage and reflect. The internet offers a huge range of information, including videos, and it also offers the opportunity to research topics and engage with people in other places.

We seek to extend pupils' knowledge and use of cultural imagery and language by:

- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, including our work with Myrtle Theatre and Dance Voice.



Drumming

We reinforce the school's cultural values through our website, publications and displays around school.

We aim to support pupils to become culturally aware by:

- providing opportunities for each to have an openness to new ideas and a willingness to modify cultural values in the light of experience
- encouraging an ability to use language and understand images/icons – for example, in music, art, literature which have significance and meaning in a culture
- having a willingness to participate in, and respond to, artistic and cultural enterprises
- enabling a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- having a regard for the heights of human achievement in all cultures and societies
- having an appreciation of the diversity and interdependence of cultures

Our extensive use of multi-media enables pupils to explore culture through a range of approaches including film making and animation.

It is more relevant for pupils with complex learning difficulties to approach the idea of 'culture' as 'the artistic and social pursuits, expressions and tastes valued by a society' rather than as 'the total of the inherited ideas, beliefs, values and knowledge which constitute the shared bases of social action'(dictionary definitions).

Art, music, design and technology and ICT are taught throughout the school. The school has specialist rooms for ICT, sensory learning, multi-media and music.

Promoting British Values at Warmley Park School

The DfE have identified 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.'

The government set out its definition of British values in the 2011 Prevent Strategy and these values have been reiterated by the Prime Minister in 2014. At Warmley Park School these values are demonstrated throughout the school:



Our whole school vision "*Aspire, Believe, Enhance, Achieve*" helps us to promote strong values in ways that are meaningful for our young people.

Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural curriculum (SMSC) as well as our approach to teaching about 'good choices'. This implies that self-regulatory behaviour has an element of choice, which reflects a developing understanding of right or wrong.

Democracy:

We listen to pupils' and parents'/carers' voice. We are clear in showing that we want the young people to contribute and co-operate and consider the views and needs of others. Our School Council ensures that they have a real say in their school. Pupils contribute to their annual review to celebrate their learning.

The Rule of Law:

We consistently reinforce our high expectations of young people. Whenever appropriate learners are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has responsibility and there may be consequences when rules are disregarded.



Understanding Positive Behaviour

Individual Liberty:

Within school everyone is actively encouraged to make choices, knowing they are in a safe and supportive environment. As a school we try to help our young people learn about what makes a good choice.

This sometimes means that pupils are allowed to make the wrong choice within a safe context so they can appreciate the importance of liberty and understand the value of responsibility. Young people are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

Mutual Respect - All staff demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Tolerance of those of Different Faiths and Beliefs - A key theme in our teaching is understanding the world around us and this includes providing experiences relating to different faiths, beliefs and cultures. This school will not tolerate any extremist political or religious views expressed openly by staff or governors, either in school to students or other staff members or in more public forums such as social media. Staff members may be subject to disciplinary action if necessary. This school does not tolerate extremist views expressed by any visitors to the school, including parents/carers. If a staff member hears such views then they must refuse further dialogue with that person and inform a member of the SMT immediately.

How we safeguard and protect pupils from extremist views, including religious and political extremism:

Religious Education at Warmley Park School covers the main world religions and promotes tolerance and understanding of world views.

We follow the South Gloucestershire agreed syllabus in its requirement to:

- promote discernment
- have secure values and beliefs and have principles to distinguish right from wrong
- challenge injustice, be committed to human rights and strive to live peaceably with others
- reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs

Pupils are given opportunities to visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures. Parents/carers and members of the wider community are invited into our school to talk about their religion, culture, customs and beliefs.

Safeguarding pupils against extremism and radicalisation - Any of our pupils may come into contact with extremist views, literature or propaganda at any time, including when on school trips. Staff leading or accompanying trips must be vigilant to this possibility. It is our duty to support pupils who may be distressed or frightened by what they read or see. We must always help pupils to have a balanced view as well as give them coping strategies in dealing with what may be external pressures.