

Promoting Fundamental British Values as part of Spiritual, Moral, Social and Cultural Education in School

Guidance for schools for promoting British values can be found online at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf which is worth reading in full alongside this summary.

The core of John Watson School's Spiritual, Moral, Social and Cultural development (SMSC) is addressed through the Personal, Social and Health Education (PSHE) and foundation curriculums in each key stage, which incorporate Religious Education. British values are promoted within these curriculums and within the school day and ethos of the school.

Examples of how these are met are given below:

Collective worship

The Nursery, Primary and Secondary phases of the school meet for collective worship once a week through the assembly programme.

Alongside this, registration time is used for 'Wake Up, Shake Up' in the primary school when we promote coming together as a class community, and develop values such as fellowship and mutual respect in order to encourage reflection and a collective positive mindset at the start of the day.

School ethos

Our core principles underpin our curriculum and drive the ethos of our school:

"Together we learn"

We believe all children and young people have a right to feel safe and secure.

We believe everyone should be valued for who they are and know they have a voice and will be listened to.

We believe everyone has a right to be included within the wider community on equal terms.

We believe learning should be stimulating, challenging and relevant for all.

We believe all staff should be ambitious about what they can achieve in their role and be empowered to impact on pupil outcomes.

The governing body use these principles in their support and challenge role. Staff, governors, parents and students are reminded of them through classroom displays and school development planning.

Effective relationships

We do not believe it is appropriate to segregate our students according to disability, believing it is more appropriate to group them with peers of a similar age. Individual needs are then met through our three curriculum bands, *fundamental*, *enhanced* and the *national curriculum*. This system enables our students to build relationships with their key stage teams throughout the duration of that key stage, who remain the same wherever possible. It also creates class groups with a range of needs enabling our students to develop an understanding of the needs of their peers and how to build positive relationships.

Relevant activities beyond the classroom

We believe it is important to develop our students' independence through their experiences of life beyond the classroom. Swimming is offered to all KS2 students and Sixth Form. In addition we have a targeted group of students from each site go horse riding to support their therapy targets. We believe links with the broader community are key to our students' learning and include taking part in local events, such as Apple Day and community sponsored walk with Wheatley Primary School.

We have strong links with the co-located mainstream schools and inclusion is an important part of our curriculum.

Opportunities to share outside play space, Signing Club, and mainstream Assemblies are offered at primary. Children access the well-equipped music room at Wheatley Primary School.

Secondary students benefit from using Wheatley Park Campus and their facilities, including the ICT suite, Dance Studio, Wheatley Park Library, use of the Bistro and weekly *reverse integration* sessions. Wheatley Park Sixth Form Volunteers join "buddy classes." During these sessions we focus on Protective Behaviours, turn taking and socialising with a focus on peer interactions. The KS4 group is part of the Sustainable Wheatley project and take part in local apple picking. The students then use the produce during their weekly cooking sessions. Sixth Form have weekly shopping trips and visits into the community, such as leisure centres, shops and farms. The curriculum is both accredited and linked to EHCP learning targets.

Our students have the opportunity to engage in local activities such as swimming and sports pentathlons and the Henley Regatta.

Respect for and tolerance for other faiths and religions

Starting from the principle of grouping children by age and not disability, we focus on developing their ability to acknowledge the presence of each other, learning to share and take turns, and being encouraged at every moment to interact with the other children in their class irrespective of that child's physical and intellectual needs, race, colour, verbal skills, social background, sex, or any other possible difference. Our 'Family Links' programme supports this throughout the school and encourages this ethos for staff and students alike.

We currently teach our students about other religions and cultures through PSHE and assemblies.

Understanding right and wrong and the rule of law

Our pupils and students are taught in an explicit way about behaviours which are acceptable and those which are not, through our 'Family Links' programme and our school core principles. Students and staff use the language of *good choices* and *bad choices* and adults and students have a shared understanding of what these mean.

Our students learn about the law through their curriculum and their visits to the local community involve an understanding of what is acceptable. A number of students are involved in cycling lessons which require an understanding of the law and why it is necessary. Our older students are encouraged to take part in work experience; understanding the importance of expectations of the workplace, the impact of behaviour on other people, and managing interpersonal relationships.

Democracy

We have a Primary and Secondary Student Councils. They aim is to meet 3 times. The Secondary Student Council called for a student and staff vote to decide how the Enterprise Money is spent. The Student council did all the work around the votes, counted the votes and fed back to classes. Our student council contribute to school development, school policies and events at the school. All classes are represented and the minutes are discussed after each meeting.

Rights and responsibilities

Our core principles demonstrate our commitment to our students' rights and as they underpin the curriculum, they are at the heart of all learning within the school. In addition to this, rights and responsibilities are taught explicitly through the PSHE curriculum and the 'Family Links' programme enforces the responsibility we have to ourselves and to those in our school community.

Making a positive contribution

Our core principles include our belief that our students need opportunities to learn to make a positive contribution by being valued, having a voice, being included in the community and ensuring staff are ambitious for their outcomes.

The Sixth Form students choose, plan, shop for and cook their own lunch once a week, with a different member of the team leading each time. They also take part in daily jobs. These jobs range from litter picking, hoovering, packing and unpacking the dishwasher, sweeping etc.

Students of all phases are offered inclusion opportunities in the co-located mainstream schools as well as opportunities to use local facilities such as the shops, library and leisure centre and learn about the wider community,

From Key Stage 3 onwards, students learn about career opportunities and a specialist independent provider Sixth form students have the opportunity to achieve a form of accreditation through ASDAN. We use Sensory Pathways and Personal progression.

Our students enjoy supporting a number of charities, including Children in Need and Sports Relief. We also have also supported the local food bank.

Knowledge and respect for public institutions and services

Our students learn about our public institutions through the PSHE curriculum, this includes learning about both the democratic system we live in and the monarchy. Our curriculum encourages our students to learn about and experience services in the community, so they are able to understand their rights of access and how they can benefit from these services.

Combatting discrimination

Our adult/student ratio enables us to monitor incidents of discrimination closely. We place a strong emphasis on positive attitudes and this is modelled by staff. Students are rewarded for positive behaviour and positive activities and these are celebrated in our fortnightly parent newsletter and through the awarding of certificates at the end of term. Our 'Family Links' programme ensures our staff and students share an ethos of support and positive behaviour. There are robust system in place to manage any incidents of reported racism or discrimination, should there be a need. This is a very rare occurrence.

We also place emphasis on developing resilience, self confidence and self-advocacy skills in our students to prepare them for future life. They have leadership opportunities through assembly and the school council and are in the process of developing a prefect system in consultation with the school council. All of this is intended to build the skills of self esteem and self knowledge that would give our students the confidence to speak out, or indicate to someone else, should they ever find themselves in a situation where they feel they are the victim of discrimination.