



# **ASPIRE: Lifeskills Learning Centre**

## **BRITISH VALUES AND SMSC POLICY**

### **INTRODUCTION**

This policy seeks to ensure that ASPIRE: Lifeskills Learning Centre provides opportunities for students to develop in their understanding of and work according to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

It links to the aims of ASPIRE: Lifeskills Learning Centre to prepare students for the opportunities, responsibilities and experiences of adult life and to provide a broad, balanced and relevant education.

In imparting not just knowledge and skills but in seeking to ensure the personal development of each student in its fullest sense, the ASPIRE: Lifeskills Learning Centre engenders and fosters good working relationships with parents/guardians to encourage consistency and continuity in education, care and management.

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At ASPIRE: Lifeskills Learning Centre these values are reinforced regularly and in the following ways.

These values are taught explicitly through:

- Personal Social Development (PSD)
- Citizenship
- Environment and the Wider World
- Personal, Social and Health Education (PSHE).

We actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British values also means challenging students, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. At ASPIRE: Lifeskills Learning Centre we uphold and teach students the British values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

At ASPIRE: Lifeskills Learning Centre we recognise that the personal development of students, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop:

- Their own values and beliefs,
- Spiritual awareness,
- High standards of personal behaviour,
- A positive, caring attitude towards other people,
- An understanding of their social and cultural traditions
- And an appreciation of the diversity and richness of the cultures.

## **THE NATURE OF DEVELOPMENT OF BRITISH VALUES**

The values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are inter-related. As a Lifeskills Learning Centre it is important to reflect on each area individually in order to analyse and monitor for the purpose of ensuring progress and self-improvement. However, there is much overlap between them.

All students at ASPIRE: Lifeskills Learning Centre have a diagnosis of Autism and may have an additional learning disability. The areas of difficulty specific to Autism affect relationships, communication, understanding and imagination. These difficulties impinge on how our students learn and view things. In addition, the majority of people with Autism do not understand that other people have their own plans, thoughts and points of view. They have difficulty in understanding the beliefs, attitudes and emotions of others. In not comprehending that others think differently from themselves, our students have problems relating socially and in communicating. In understanding these issues it makes us appreciate the difficulties our students have in accessing the concept of values which are, by their very concept, often abstract, involving exploring attitudes, emotions and self-reflection. The method of accessing and teaching these concepts to our students is addressed under 'Implementation'.

## **AIMS**

- To develop own values and attitudes, and understanding and tolerance of the values, faiths, attitudes and beliefs of others.
- To develop understanding of the laws which govern us and why these need to be abided by to keep us safe
- To develop notions of tolerance and truth
- To develop an understanding of the need for the viewpoint of others to be taken into account when decision making
- To develop understanding and awareness of basic human rights, including individual liberty
- To develop an understanding of the needs, feelings and rights of others and demonstrate respect towards others
- To develop an awareness of self and others and the roles they play in society
- To develop some experience, understanding and knowledge of religions, cultures and beliefs
- To provide opportunities for students to respond to the initiatives of others, to interact and to work co-operatively with others.

## **ENTITLEMENT**

It is a statutory requirement that schools should encourage students' development within the area of British Values. There is no expectation that this development should stem directly from a separate curriculum area's scheme of work. No single system or

procedure is responsible for this development; however, the ASPIRE: Lifeskills Learning Centre endeavours to provide an ethos where such development can take place through the general day to day quality of relationships.

Due to the difficulties of students with Autism in readily accessing some aspects of SMSC (Social, Moral, Social, Cultural) development, some areas of the ASPIRE: Lifeskills Learning Centre's life will have a greater part to play in the process of these characteristics than others.

## **IMPLEMENTATION**

Each student's personal growth and spiritual appreciation is enhanced by engaging in a wide and varied curriculum, where moral understanding permeates all learning experiences.

ASPIRE: Lifeskills Learning Centre has some more formal structures which contribute to the general development of the development of British Values. These underpin the moral code and social relationships, which exist within our Lifeskills Learning Centre and provide opportunities for personal development, reflection and interaction with others.

## **THE CURRICULUM**

The ASPIRE: Lifeskills Learning Centre curriculum is broad, balanced and relevant to the range of needs demonstrated by our students. Citizenship and PSHE are an integral part of the curriculum at our Lifeskills Learning Centre. Our ASDAN accreditation programs specifically include module content that directly relates to promoting British Values.

ASDAN module titles include:

*"Developing community participation skills"*

*"Developing independent living skills – having your say"*

*"Using interpersonal skills to contribute to personal relationships"*

*"Rights and Responsibilities: everybody matters"*

The Citizenship Short Course specifically includes teaching about democracy, the rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs.

Throughout the day students are encouraged to explore attitudes and emotions, to express opinions and choices and to respect the views and rights of others. They are taught to communicate and to interact with others across all settings throughout their curriculum, within the Lifeskills Learning Centre and the local community.

## **INDIVIDUAL LIBERTIES**

Within the ASPIRE: Lifeskills Learning Centre, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for our students to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education. Students 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 and PSHE lessons.

## **SOCIAL SKILLS**

Throughout the day, opportunities are provided to develop social skills, to work alone or co-operatively with others and to develop an awareness of the needs of others.

## **COMMUNITY BASED EDUCATION**

Pupils at ASPIRE: Lifeskills Learning Centre need opportunities to generalise their skills beyond the Learning Centre environment and into the diversity of the community within which they are learning. Weekly visits to shops, cafes, libraries, and parks; in addition to special trips to museums, art galleries, cinema or theatre, enable them to practise life and social skills and to establish patterns of behaviour. These visits into the local community also contribute to the development of their understanding and application of British Values.

## **ETHOS AND RULES**

The ASPIRE: Lifeskills Learning Centre has policy documents on the management of behaviour and the Lifeskills Learning Centre rules are shared with all students. Students are taught the importance of adhering to these rules and begin to understand right and wrong, tolerance of others and their environment and to show care and consideration of the environment and others.

All students have an individual support plan which gives clear information as to how staff and all adults will interact and address the behavioural needs of students in order to reduce inappropriate behavior. Social stories and reward charts are used to positively shape the behaviour of students and to teach appropriate forms of behaviour.

## **DEMOCRACY**

### The rule of law

The importance of laws and rules, whether they are those that govern the class, the Lifeskills Learning Centre or the country, are consistently reinforced. Students 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.

### Mutual respect

Respect is one of the core values in the ASPIRE: Lifeskills Learning Centre. This can be seen and felt in our pervading ethos in the Centre. The students know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

The core value of respect at ASPIRE: Lifeskills Learning Centre underpins our work every day, both in and outside of the Lifeskills Learning Centre. Students and staff alike, including visitors, are challenged if they are disrespectful in any way.

### Tolerance of those with different faiths and beliefs

This is achieved through enhancing students' understanding and their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Discussions involving prejudices and prejudiced-based bullying are supported by learning in Citizenship and PSHE.

## **ASSESSMENT**

The understanding of British Values of our students is assessed through their overall personal development. This will include the collection of a range of qualitative assessments:

1. Recording of behaviour incident sheets
2. Amendments to individual support plans
3. Achievement of ILP targets
4. Progress recorded in Learning Journals
5. ASDAN record of Achievement folder

6. Ability to join in with all timetabled activities

## **COMMUNICATION OPPORTUNITIES**

Every opportunity to foster and to develop communication should be taken throughout the ASPIRE: Lifeskills Learning Centre day.

Specific opportunities will be achieved through

Listening – establishing relationships, interacting with others, appreciating others' feelings

Talking - conveying information, view or opinion, establishing relationships, interacting with others, expressing feelings

Reading - obtaining information, appreciating the feelings of others

Writing - conveying information, expressing feelings, ordering, clarifying, recording and reflecting on ideas, opinions and experiences.

## **SMSC**

SMSC is a dimension of the whole Learning Centre experience, which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of ASPIRE: Lifeskills and is an essential ingredient of Learning Centre success.

## **SPIRITUAL DEVELOPMENT**

*At ASPIRE: Lifeskills Learning Centre we aim to provide learning opportunities that will enable students to:*

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

## MORAL DEVELOPMENT

*At ASPIRE: Lifeskills Learning Centre we aim to provide learning opportunities that will enable students to:*

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

## SOCIAL DEVELOPMENT

*At ASPIRE: Lifeskills Learning Centre we aim to promote opportunities that will enable students to:*

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

## CULTURAL DEVELOPMENT

*At ASPIRE: Lifeskills Learning Centre we aim to promote opportunities that will enable students to:*

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

As a Learning Centre we recognise the importance of these values because:

- People, staff as well as students, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

## TEACHING AND ORGANISATION

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be



to their own attitude and lifestyle. Staff will inspire students through the enthusiasm for and modelling of learning. Staff at ASPIRE: Lifeskills Learning Centre will use creative strategies and challenging questions to engage students in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

*Class discussions will give students opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

*Extra-Curricular Activities*

Personal development is also enriched through a wide range of extra-curricular activities, which provide opportunities for SMSC and for inspiring students to broaden their experience and horizons.

## LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our students the best possible environment in which to grow, flourish and learn.
- Students will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

SMSC at ASPIRE: Lifeskills Learning Centre, and its impact across the curriculum is evaluated through our monitoring and evaluation tool in APPENDIX 1.

## LINKS WITH OTHER SUBJECTS

As the process of the development of British Values and SMSC is by its nature all pervasive and therefore cross-curricular it will be delivered through all areas of the curriculum. Particular focus will be derived through the teaching of PSD, Citizenship, Environment and the Wider World and PSHE.

## EQUAL OPPORTUNITIES

At ASPIRE: Lifeskills Learning Centre high priority is placed on the personal development of each individual student. Every effort is made to ensure that each student is enabled to access opportunities and activities in all settings.

## HEALTH AND SAFETY

The teaching of health and safety is inherent in all activities throughout the Lifeskills Learning Centre day and including more specifically PSHE sessions, food technology and on community visits. Risk assessments are completed in relation to all identified areas of Lifeskills Learning Centre activity.

**Declaration:**

ASPIRE: Lifeskills Learning Centre will have regard for The Human Rights Act 1998, The Disability Discrimination Act 1995 as amended by The Special Educational Needs and Disability Act 2001 including new duties 2002 and the principles of the new Code of Practice with special focus on Student Empowerment, Parents in Partnership, Consultation and Joint Working initiatives.

**POLICY REVIEW STATEMENT**

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:.... 

POSITION:.....DIRECTOR

DATE:.....1<sup>st</sup> July 2020

REVIEW DATE:....1<sup>st</sup> July 2021

FOR & ON BEHALF OF

ASPIRE: Lifeskills



## ASPIRE: Lifeskills Learning Centre

### EVALUATING THE IMPACT OF THE CURRICULUM ON THE DEVELOPMENT OF SMSC

Persons responsible for monitoring and evaluating: Vivienne Boulton – Head Teacher, Louise Rustage – SEN Teacher, Ally Wand – Lead on SEN

Date of evaluation:

Review date of evaluation findings:

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Thought for the Day; community access and planned trips; social time; assemblies/reflection time; visitors/services visits; discussions with students; Learning Centre ethos etc	EVALUATION
<b>SPIRITUAL</b>			
Beliefs, religious or otherwise, which inform students' perspective on life and their interest in and respect for different people's feelings and values			

Students' sense of enjoyment and fascination in learning about themselves, others and the world around them,			
Students' use of imagination and creativity in their learning			
POSSIBLE NEXT STEPS:			

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Thought for the Day; community access and planned trips; social time; assemblies/reflection time; visitors/services visits; discussions with	EVALUATION
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		students; Learning Centre ethos etc	
MORAL			
Students' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives			
Students' understanding of the consequences of their actions			
Students' interest in investigating, and offering reasoned views about, moral and ethical issues.			
POSSIBLE NEXT STEPS:			

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Thought for the Day; community access and	EVALUATION
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		planned trips; social time; assemblies/reflection time; visitors/services visits; discussions with students; Learning Centre ethos etc	
<b>SOCIAL</b>			
Students' use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds			
Students' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively			
Students' interest in, and understanding of, the way communities and societies function at a variety of levels.			

POSSIBLE NEXT STEPS:			

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Thought for the Day; community access and planned trips; social time; assemblies/reflection time; visitors/services visits; discussions with students; Learning Centre ethos etc	EVALUATION
CULTURAL			
Students' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage			
Students' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities			



Students' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			
POSSIBLE NEXT STEPS:			