



# Linden Lodge School

Provider of specialist education since 1903

Title:	Spiritual, Moral, Social, Cultural and British Values Policy		
Type:	POLICY		
Review Cycle Frequency:	1 year		
Lead Staff:	Co-Headteacher		
Support:	Personal Development Lead		
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Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	Autumn 2021
2	Annual Updates to Policy	DR	Autumn 2021
3	Annual Updates to Policy	MG	Summer 2022
4	Annual Updates to Policy	MG	Autumn 2023
5	Annual Updates to Policy	MG	Autumn 2024
LINKED INTERNAL DOCUMENTS:			
Equality Policy Relationships, Sex and Health Education Curriculum Policy Child Protection Policy Behaviour Policy Social Media Policy			
LINKED EXTERNAL DOCUMENTS:			
Keeping Children Safe in Education, September 2021 British Values Equalities Act			

## Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact [Co-Headteachers@lindenlodge.org.uk](mailto:Co-Headteachers@lindenlodge.org.uk)

### Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

## SMSC and British Values at Linden Lodge

SMSC stands for Spiritual, Moral, Social and Cultural development. Ofsted describes it as '...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

SMSC and British Values education is at the heart of the Linden Lodge provision. The curriculum is rich with evidence of how students are actively engaged in opportunities to develop their SMSC and British Values.

We achieve this by embedding these core values and beliefs into all subjects, targeting specific issues in assembly time through the 'Celebration of Achievement'. International events of significance are addressed throughout the school year in assemblies and through cross curricular projects.

### What is SMSC and why is it important?

**SPIRITUAL DEVELOPMENT** refers to the acquiring of beliefs, values and behaviours that relate to the emotional aspects of being a human, such as feelings and emotions. Some examples in practice are:

*PSHE and RSHE curriculum, Educational Psychology Provision, Southfields Cluster Mental Health Project: Clinical Psychology staff consultation, PSEWB (IMPACCTs) Enrichment Curriculum, Religious Education days, Creative arts therapies provision, yoga and massage therapy, Prize Giving and Artsmark, mindfulness programme.*

**MORAL DEVELOPMENT** involves exploring, understanding and recognising shared values, as well as developing the ethical frameworks that underpin these values. Some examples in practice are:

*Anti-bullying week and friendship week, LGBTQ+ focus, Keeping safe on-line, personalised positive behaviour support programmes and restorative justice.*

**SOCIAL DEVELOPMENT** involves learners having a political and socio-economic context which enables them to work effectively together and participate successfully in the community as a whole. Some examples are:

*PE Schools Games Programme, Duke of Edinburgh Award, Enterprise Programme, House Competitions, Black History Week, Enrichment Programme, RSBC workshops, transition programme, Residential trips, After school programme, Habilitation programme. Partnership programme with local schools: Southfields Academy and Southmead Primary*

**CULTURAL DEVELOPMENT** generally refers to developing an understanding of one's own culture and of other cultures locally, regionally, nationally and internationally, and an understanding that cultures are not static. Some examples are:

*Arts Programmes: Theatre, art and music. RE programme and RE Focus day, Inter school competitions, humanities, Food Technology, Design Technology, School journeys and visits Programme. International links, The cultural curriculum is hooked onto a dynamic visit programme to many museums, theatre productions, and art and music events across London.*

The promotion of SMSC in school is important because it enables our students to develop a deeper understanding of the wider world, develop an understanding and empathy of themselves and others' and empowers children and young people to take responsibility for their positive role in society where they value others.

At Linden Lodge School, SMSC encourages each student to:

- Be confident, independent, life-long learners who are aware of the communities around them and the roles they can play in them.
- Respect and reflect upon the contributions they and others make in a diverse society.
- Engage with all aspects of learning across the curriculum and beyond with curiosity, imagination and creativity.
- Make informed decisions that have a positive impact on their social, economic and emotional wellbeing.
- Explore, experience and engage in their own and others' creativity across a range of arts and cultural activities.
- Develop the social skills and understanding needed to enable self-advocacy and advocacy for others.
- Develop an awareness of how to assure their rights and fulfil their responsibilities.

### **British Values at Linden Lodge**

Schools have a duty to teach British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those of other faiths and beliefs. Teachers are required in the conduct section of their Standards, to uphold public trust in the profession by not undermining fundamental British Values. Linden Lodge expects all staff to model and teach these values. Our Equalities Policy makes clear our intention to provide the best education we can for **all** of our students regardless of race, faith, gender, age and sexual orientation.

At Linden Lodge British Values are reflected in our values, our curriculum and our partnership working.

The Department for Education describes British Values as:

**Democracy:** Respect for democracy and support or participation in the democratic process

**The Rule of Law:** Respect for the basis on which the law is made and applies in England

**Mutual respect and tolerance of those with different faiths and beliefs:** Support for equality of opportunity for all

**Individual Liberty:** Support and respect for the liberties of all within the law

At Linden Lodge through our curriculum and approaches we are preparing our pupils for life in their communities and in society. We believe it is vital that wherever possible pupils understand the importance of engagement, participation and decision making so that they can influence their future lives. We want to prepare our pupils for life in modern Britain and to leave us with a strong sense of tolerance and kindness built on respect and friendships

These are examples of how we actively promote British values:

### **Democracy: Respect for democracy and support or participation in the democratic process**

Children and young people, parents, governors and staff have many opportunities for their voices to be heard at Linden Lodge. Democracy is central to how we operate. Their views help to re-examine and build on the existing opportunities offered by the school

The school works in partnership with C@LL, community@LindenLodge, parent/staff association.

The election of The School and 6<sup>th</sup> Form Council mirrors the British electoral system and demonstrates democracy in action. The School council give our students a voice on matters relevant to school life. Proposals made by its members can, and do, have a real impact on the rest of the school. They develop an understanding of democratic principles and gain experience of gathering information, sharing views, running a committee and making decisions. At each meeting we revisit previous meetings and report using the framework, "You said, we did." The students are elected to the council through the vote of their peers and are supported in their meetings by a member of staff. Through this process pupils learn how the voting system works and have the opportunity to consider what a good role model would be.

Pupils are encouraged to make choices and this is fundamental to the curriculum for all learners. In Annual reviews pupils participate where possible and a variety of communication strategies are used to promote pupil voice.

In Humanities pupils learn about democracy and the making of laws. Visually-impaired role models are included.

## **The Rule of Law**

The importance of rules and laws, whether they are those that govern our country or school are frequently referred to and reinforced in assemblies, at pastoral time and when necessary, to reflect on behaviour choices. Some examples of the rule of law in practice are:

We use Positive Behaviour Support to develop pupils' ability to self-regulate and use a variety of strategies and approaches to support pupil communication and engagement in learning. All staff are trained on the approach and the importance of de-escalation and creating time for reflection.

We expect all pupils to follow school rules and to understand that in our community kindness and respect for others is highly valued. We have a clear system of rewards and timely action is taken to enable pupils to reflect on their behaviour or to self-regulate.

Our approach is one of de-escalation wherever possible and we use positive reinforcement.

Where appropriate and where all parties agree we use restorative justice to enable pupils to understand the impact of behaviour on others.

There are numerous opportunities for pupils to grow in self-confidence and to develop confidence in the exploration of their surroundings, for example through mobility and orientation.

There are weekly Assemblies which include rewards and certificates emphasising people qualities and behaviours, these are also part of whole phase termly Assemblies.

We regularly invite role models into school including past pupils who return and share their experiences.

Community police officers regularly visit the school and provide the opportunity for pupils to understand the wider context of societal rules and laws.

Where possible we provide pupils to contribute to the classroom rules within their department/class.

## **Support for equality of opportunity for all including mutual respect and tolerance**

Our school Code of Conduct is based on equal opportunities and tolerance and applies to all. It is displayed in the school and translated into different scripts such as braille.

In Black History Month we hold regular events and teaching sessions which celebrate our diversity. This includes visits from black artists and musicians.

We deal promptly with any incidents of racial, sexist or homophobic language and make it clear that not only is this not tolerated but is also against the law. If required we may work with the Community police.

Our resources are carefully chosen so that they do not reinforce bias. Staff have all received training on the Equalities Act 2010 and the importance of challenging stereotypes.

### **Individual Liberty**

Pupils are taught that with rights come responsibilities. We educate our students to make informed choices based on the evaluation of facts. Some examples of individual liberty in practice are:

We create opportunities for pupils to make choices and share their aspirations, for example when choosing sixth form options or work placements.

In the curriculum, for example in PE and in Music pupils are encouraged to develop their interests and to engage with others in a mutually collaborative context.

Internet and Social Media. Opportunities for 1:1 support, class focus assemblies and regular staff training on the risks attached to using the internet and how they can keep themselves and others safe. All staff sign a contract to adhere to the Social Media Policy.

In our residential provision and in the extended day curriculum pupils are provided with a variety of opportunities and choices to develop their voice.

### **Mutual respect and tolerance of those with different faiths and beliefs, including without faith**

Linden Lodge School is a microcosm of the global society that we all belong to. We are proud to promote and celebrate our different backgrounds and beliefs.

#### **Learning Outside the Classroom and Cultural Programme**

All pupils have the opportunity to be actively involved in their learning through real-life experiences beyond the classroom walls. As well as local opportunities, they will also have exposure to national cultural, religious, sporting, professional tutoring and community engagement experiences. The cultural curriculum is hooked onto a dynamic visit programme to many museums, theatre productions, and art and music events across London.

#### **Local, National and Global Links**

Throughout the academic year all our students have the opportunity to meet with pupils from different schools either locally and or nationally.

#### **RE focus days**

Throughout the academic year pupils will participate in whole day RE experiences. Pupils will actively examine the major faiths by either visiting different religious places of worship or having representatives of a faith visit the school.

We use weekly Assemblies and RE Focus days to provide multi-sensory experiences exploring different faiths and beliefs.

Pupils are provided with opportunities to share their own and their family's beliefs.

We organise day events during the year where we focus on a particular faith, this includes a visit to the place of worship.

Pupils are encouraged to interact with each other and to listen to others and take turns. This forms the basis of reciprocal communication.

Throughout the academic year all our students have the opportunity to meet with pupils from different schools either locally and or nationally. Korean Orchestra, RSBC, local school partnerships.

### **Contributing positively to the lives of those living and working in the locality and to society more widely**

We work with a number of external partners both in the school and externally which not only provides our pupils with an enriched extended curriculum but also provides organisations with the experience and confidence to engage with pupils with sensory impairment and multiple learning needs

In the sixth form all pupils have the opportunity to do a work placement. We work with organisations such as Blind in Business who help to support pupils' leadership skills in preparation for employment

As an Artsmark provider we work with a large number of Arts organisations. We also regularly participate in music events and performances.

Pupils have the opportunity to visit local groups including Care homes for older people in our community.

There are opportunities for pupils to participate in events alongside pupils from other schools, including regular Panathlon events.

The schools holds frequent Charity events to give pupils the opportunity through mini enterprise or sponsorship to raise money for other charities. Residential pupils take part annually in the Cancer Research race for life.

### **Radicalisation and Extremism**

Linden Lodge School supports the Government's PREVENT strategy. Prevent is designed to support people at risk of joining extremist groups and carrying out terrorist activities.



## Linden Lodge School: 2024-2025 Key Dates

### **School term dates: Autumn Term**

#### Religious and Cultural Programme dates

<b>Date:</b>	<b>Focus:</b>
16 <sup>th</sup> - 22 <sup>nd</sup> September	Jeans for Genes Week
Month of October	Black History Month
5 <sup>th</sup> November	Bonfire Night
11 <sup>th</sup> November	Remembrance Day
31 <sup>st</sup> October – 1 <sup>st</sup> November	Diwali
13 <sup>th</sup> November	World Kindness Day
15 <sup>th</sup> November	Children in Need Day
30 <sup>th</sup> November	St Andrew's Day
11 <sup>th</sup> – 15 <sup>th</sup> November	Anti-bullying Week
25 <sup>th</sup> December – 2 <sup>nd</sup> January	Hanukah Celebrations
9 <sup>th</sup> – 17 <sup>th</sup> December	Winter performances
7 <sup>th</sup> December	Christmas Enterprise Day
12 <sup>th</sup> December	Christmas Jumper Day
12 <sup>th</sup> December	Christmas Lunch
20 <sup>th</sup> December	Celebration of Achievement Morning

### **School term dates: Spring term**

#### Religious and Cultural Programme dates

4 <sup>th</sup> January	World Braille Day
11 <sup>th</sup> February	Safer Internet Day
29 <sup>th</sup> January	Chinese New Year
3 <sup>th</sup> February – 9 <sup>th</sup> February	Children's Mental Health Week
1 <sup>st</sup> March	St David's Day
6 <sup>th</sup> March	World Book day
7 <sup>th</sup> – 16 <sup>th</sup> March	British Science Week
28 <sup>th</sup> February- 30 <sup>th</sup> March	Ramadan
21 <sup>st</sup> March	Sports Relief: Red Nose Day
17 <sup>th</sup> March	St Patricks Day
21 <sup>st</sup> March	World's Down Syndrome Day
21 <sup>st</sup> March	World Poetry Day
30 <sup>th</sup> – 31 <sup>st</sup> March	Eid Celebrations
31 <sup>st</sup> March - 4 <sup>th</sup> April	Easter Celebrations
4 <sup>th</sup> April	Celebration of Achievement Morning

**School term dates: Summer Term**

## Religious and Cultural Programme dates

20 <sup>th</sup> April	Panathlon Challenge sports day
23 <sup>rd</sup> April	St George's Day
8 <sup>th</sup> May	VE Day Celebration
June 22 <sup>nd</sup> - 28 <sup>th</sup> June	Deaf Blind Awareness Week
24 <sup>th</sup> – 30 <sup>th</sup> June	World Wellbeing Week
24 <sup>th</sup> -26 <sup>th</sup> June	Sports Week
18 <sup>th</sup> July	End of term Celebration/Celebration of Achievement Morning

**British Values and SMSC at Linden Lodge School 2024-2025 overview****Therapies**

Creative and Therapeutic Arts: music therapy; DMP (Dance Music Psychotherapy), massage therapy, sensory yoga

Therapies: physio, OT, Speech as per students' therapy plans and programmes in class and Richley House. Education Psychologist visits for particular students when referred

**Wellbeing, health and fitness**

Sports: PE lessons, Rebound Therapy, fitness suite

Swim/hydro lesson

Lunchtime clubs

**Arts: theatre**

External arts activities: theatre groups e.g. M&M, Image Musical Theatre, Theatrical Theatre Young Musicians Company, Polka Theatre

**Arts: art**

Weekly art lessons

School visits: Royal Academy of Arts

V&A Chinese New Year

## **Arts: music**

Weekly music lessons

Individual music tuition – drumming, piano

Christmas performances for parents and families

Outside musicians e.g. The Company of Musicians, Wise Moves

Links with Southmead Primary for music and sensory activities

## **Independence and life skills**

Pupil council

Weekly Food Technology lesson

Christmas and Summer Enterprise: classes make things to sell and raise money for own class to spend on worthwhile activities

Art and craft shop – students made items to sell

Leavers' Graduation – day ceremony and evening celebration and party with Richley House

## **Themed Days / Weeks**

Themed days such as Book Week costumes and parade, Halloween, Kindness, Children in Need to raise money for others

3x termly themed weeks: Black History Week (BHW); British Values / Sensory Arts Week (BV/SAW); Cultural / Sports Week (C/SW)