



BRITISH VALUES AND SPIRITUAL, MORAL AND CULTURAL DEVELOPMENT WITHIN THE SUNFLOWER FEDERATION SCHOOLS - Statement

The Sunflower Federation is committed to provide Opportunities for All to maximise learning for life. Our working practice supports and reinforces valuing all children and members of our school community equally and as individuals.

MISSION - Provide the best possible practice to develop individuals' **potential**.

VISION - All members of our community **benefit** from our work.

VALUE - Provide flexible, **individually** tailored opportunities **to learn and be proud**.

AIM - Individuals are able **to use the skills** they learn.

This statement sets how the Sunflower Federation implements DfE guidance to promote 'Fundamental British Values' in line of Section 78 of the Education Act 2002. We also apply guidance in The Education Reform Act (1988), DfE non-statutory guidance in Character Education (2019) and 2019 OFSTED framework in this statement.

Values: We promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Therefore we build our teaching and learning on equal opportunities and access to practise skills that are needed for life in modern Britain.

We are dedicated to enable all students to discover their potential for learning. Our students, regardless of their background, are at the centre of our school community. They learn about the importance of respect and tolerance throughout their school life. We value individuality and celebrate differences. The actions of being flexible and child centred are the keys to maximising the positive impact of our work.

We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we work with. The school accepts admissions from pupils of all faiths or none. We follow our Equal Opportunities policy which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, ability, sexuality, political or financial status, or similar.

Impact: We ensure that our young people understand the importance of respect and leave school fully prepared for life in modern Britain. We will strive endlessly to ensure that our young people leave us with the strongest foundation of values upon which to build a successful life and a successful contribution to our Society.

Provision: We have an age appropriate and rich curriculum that ensures that our students learn about other cultures, religions and ethnic backgrounds. We provide our students with opportunities to experience differences and similarities through celebrations and festivals from round the world. It is important for us that our students' voice is listened to and they have many opportunities to make choices and express themselves. Our students have a safe environment in which they can experience boundaries and learn about responsibilities that further develop their understanding of themselves in relation to other people.

Curriculum: Pupils are encouraged to experience British Culture throughout our curriculum. Cultural appreciation and development forms part of our curriculum particularly through our community and



international work. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Through whole school assemblies we share stories, images, events, music and expectations that promote the values expressed. Such proceedings vary in the methodology of delivery in order to secure interest and understanding. 'Collective worship' is non-denominational and recognizes that those attending may have a wide range of faiths, or none. It is, however, in line with regulation and is "*wholly or mainly of a broadly Christian character* practices, and covers key religions represented in the UK.

As a school, we take part in sporting activities which helps to instil 'fair play' and promote a 'team spirit'. Physical Education lessons also encourage the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, and being accepting in defeat and participating in activities that promote a connection with others.

The staff work closely with parents, carers and other professionals to ensure that the pupils at The Sunflower Federation schools are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Democracy

- The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing, body language, switches or other AAC devices.
- We empower our pupils by giving them opportunities to make choices about things which are important to them. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.
- We ensure all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.

Rule of Law

- Pupils are helped to learn to manage their behaviour and take responsibility for their actions.
- We involve pupils in setting rules of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.
- Staff are committed to providing a consistent and safe environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty

- Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible and encourage them to help and support each other. Awards are given out in assembly at the end of the week
- We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities.
- Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility.
- We support others by participating in charitable events such as Children In Need, Red Nose Day, MacMillan Coffee Morning. We believe that encouraging a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.



Mutual Respect

- We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs.
- Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, sports coaches, theatre groups etc.
- The curriculum is destination led and is personalised to meet the individual needs of our pupils. This may include transitioning within the range of resources and places on the school site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.
- We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.
- Our school is strongly linked to the local community and our well established links with schools from the same village are an extremely important part of our curriculum. These especially occur through Art and PE where our students have many opportunities to visit different venues and other schools participating in competitions, tournaments and celebrations. Our international links provide our students with opportunities to make friends, visit other countries and learn from different cultures

Tolerance of different faiths and beliefs

- We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Promotion of spiritual, moral, social and cultural development (SMSC) and character education:

This statement relates to the whole life of the school and therefore development of SMCS and character education is an integral part of promoting British values.

The development of positive values and attitudes is intrinsically linked in SMSC and character education. The learning opportunities in SMSC are integrated in all programmes of learning in particular in RE, Myself, Understanding the World and My Creativity. Provision in our rich curriculum, enrichment and practice to nurture individual talents and characters secures individual and social aspects of SMSC.

Spiritual development

- relates to the understanding of self and others in the heart of spiritual development and is not linked to a particular faith. All areas of curriculum contribute to the spiritual development of the students
- we develop our students ability to listen, be still and use all their senses
- we promote awareness and enjoyment in using ones imaginative potential; encourage reflection during lesson or assembly; support development of inner confidence

Moral development

- refers to the students' knowledge, understanding, values and attitudes in relation what is right or wrong. In concerns the students' ability to make judgements about how they should behave and act and the reasons for such behaviour.
- Our students are encouraged to understand the need for a common code and to follow it from conviction rather than sanctions. Moral development that is based on ethical principles should enable the students to become increasingly responsible for their actions and behaviour.
- We teach our students to tell the truth and keep promises; respect rights and the property of others; help those less fortunate than ourselves; to take responsibility of own actions and to conform to rules and regulations for the good of all



Social development

- refers to the development of abilities and qualities that people need to acquire if they are able to play an active and full part in the community
- refers to the growth of knowledge and understanding of society in all its aspects.
- class room environment and school life provide a suitable environment to promote social development and social skills.
- we teach our students to understand their emotions; share positive emotions and to show sensitiveness to the feelings of others
- we develop our students skills to work as part of a group and interact positively with each other
- we develop our students understanding of citizenship and to experience being part of the community
- we provide our students with experiences to enable them to be successful and do things well

Cultural development

- at the heart of the cultural development is the need to develop personal identity acquiring at the same time awareness, understanding and tolerance regarding the cultural traditions of others
- all aspect of curriculum are used to promote and develop cultural awareness for example through art, drama, music to gain deeper understanding of their own culture and a broader understanding of other cultures.
- we provide our students with skills and opportunities to access places of worship and cultural organisations
- we provide our students with understanding of cultural traditions and values and customs of other ethnic and faith groups
- we develop our students love of learning

Summary: We understand that all aspects of school life contribute to forming well-educated and rounded young people who will be ready to take their place in the world. Therefore our ambitious core curriculum is hand in hand in nurturing our students' individual personal characters and providing them with rich learning opportunities in SMSC. All these learning opportunities prepare them for the experiences in later life and to apply fundamental British values as described in this statement.