



FARNEY CLOSE SCHOOL

British Values, Personal Development, SMSC and Cultural Capital Policy

(Spiritual, Moral, Social and Cultural)

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Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy. █

Why do we support and promote Fundamental British Values, Cultural Capital and Spiritual, Moral, Social and Cultural learning?

In accordance with The Department for Education, we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Young people are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is "right" and "wrong", all people living in England are subject to its laws.

We support the values of democracy, rules of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values identified by the young people as respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness and responsibility.

At Farney Close School, we recognise that many of our pupils have experienced significant barriers to education, social inclusion, community participation and positive relationships. Some pupils may have experienced adverse childhood experiences, trauma, disrupted education, or challenges associated with their special educational needs and disabilities (SEND).

Through our provision for British Values, SMSC and Cultural Capital, we seek to broaden horizons, increase aspirations and provide experiences that enable pupils to develop the confidence, resilience and knowledge required for successful adulthood. We believe that every pupil deserves access to enriching experiences that enable them to understand themselves, engage positively with others and contribute meaningfully to their local community and wider society.

The Key British Values are:

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance of those of different faiths and beliefs

We aim to give young people at Farney Close a rounded education. This involves devoting time in lessons, on the residential units and during evening activities to the spiritual, moral, social and cultural aspects of learning, looking to develop their understanding of other cultures and complex moral issues.

The social development of young people is shown by their 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 personal, social, health and economic education programme ensures that pupils develop a deep appreciation for and understanding of several important topics and themes. Pupils learn the importance of treating others with respect. They embrace and celebrate the diverse needs of others." Ofsted Education Report June 2025

British values

Democracy

Democracy is embedded in the school. Young people are listened to by adults and are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard. We encourage young people to take ownership of not only their school, but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our young people. We believe that encouraging our young people to take on responsibilities and to work together for the good of the school creates positive relationships and is a valuable preparation for future life in our democratic society.

Parents or carers opinions are welcomed at Farney Close through methods such as questionnaires, feedback at parent/ carers evenings and regular liaison with the Link Workers, Tutors and members of the Senior Leadership Team.

The rule of law

In order to help young people understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. We help young people to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts.

Individual liberty

Our young people have the opportunity to make individual choices and express opinions that develop their character and self-belief. Crucially, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through young people's participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is one of the core values of our school as can be seen by our belief that you should "Treat others as you wish to be treated." Young people are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies. We are lucky to have a diverse school community encompassing different, backgrounds,

faiths and ethnicities. We help our young people to acquire an understanding of, and respect for, their own and other cultures and ways of life. We celebrate the festivals celebrated by some of our families, visit different places of worship and welcome visitors who can widen our young people's horizons even further. We believe that through our formal and "hidden curriculum" our young people gain an enhanced understanding of their place in a culturally and ethnically diverse society. Our aim to prepare young people for the future drives us towards ensuring that our young people are able to live and work alongside people from all backgrounds and cultures.

This will be particularly necessary in a future where technological advances will make the 'world a smaller place.'

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or inappropriate behaviour of any kind; unacceptable incidents will be addressed accordingly. All staff are aware of the need to alert the Safeguarding team if they have any concerns of these nature. Our overriding aim is to teach young people to be resilient to such attitudes. This involves young people being taught how to ask probing questions and make/reach sound judgements for themselves about what is right and wrong.

What do we hope to achieve?

It is expected that this diverse, structured and focused approach to the curriculum, across the school day and 24-hour day for our residential pupils, will inspire young people to pursue their chosen areas of interest. It is hoped that they will benefit from their choices at the time they happen and afterwards, helping them to share their interests with others, including their friends and families.

We also want their learning process to help young people recognise the contributions or challenges of others and to aim high and to achieve themselves. Through this, we would like our young people to feel a greater sense of wellbeing and to achieve sufficient, robust and sustainable levels of self-esteem. This will not only help them feel good about themselves but also enable them to be resilient when faced with life's challenges.

We aim to provide learning that promotes an active, positive lifestyle that will help young people to be resistant to mental health issues. We hope to provide them with a sense of warmth and wonder about their school days which they can then pass on to their own children to provide them with a positive model for life. We also want to provide a curriculum that will reflect a common, Spiritual, Moral, Social and Cultural experience; one that offers opportunities that challenge, affirm and develop the young people's beliefs and core values, in order that they can act with personal, community and societal responsibility whilst adhering to the fundamental British Values.

When do we formally celebrate diversity and recognise the culture of others as well as promoting British values?

We regularly celebrate the cultures and diversity of other countries throughout the year, but pay particular attention to this in October, which is our multi-cultural month. At all times we actively promote British values such as democracy, respect, and the functional expectations of society, so young people can make a positive contribution to society on a personal and community level. We also encourage adherence to the laws of the land, and tolerance and respect towards all people. We pay particular note of and attention to the specific characteristics set out in The Equality act 2010. The school has a range of documents that underpin this.

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a young person can draw upon and which demonstrates their cultural awareness, knowledge and competence; they are one of the key ingredients a young person will draw upon to be successful in society, their career and the world of work and within their family life.

Cultural capital promotes social mobility and success in our stratified society.

Cultural capital gives a young person power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth. It is having cultural assets that give young people the desire to aspire and achieve social mobility whatever their starting point.

At Farney Close School, we recognise that for young people to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

We thread this throughout our 24 hours day with a particular focus each Wednesday where midday meals and activities support the work undertaken during the school day.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. Personal development:

- a. Careers and Information, advice and guidance provision
- b. Personal Finance Education
- c. Employability skills, including work experience
- d. Citizenship, Personal, Social and Health Education provision
- e. The school's wider pastoral framework
- f. Growth mindset and metacognition - Resilience development strategies
- g. Transition support
- h. Work to develop confidence e.g. public speaking and interview skills
- i. Activities focused on building self-esteem
- j. Mental Health & well-being provision

2. Social Development:

- a. Citizenship, Personal, Social and Health Education provision
- b. Volunteering and charitable works
- c. Young people's individual voices and School Forum
- d. Therapeutic and SEND Access
- e. Provisions linked to the school's Healthy Schools' Accreditation
- f. In school and wider community engagement programmes
- g. Work experience programmes
- h. Advice & Guidance around access to counselling services.

3. Physical Development:

- a. The Physical Education curriculum
- b. Healthy Eating policies and catering provision
- c. Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter
- d. The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol
- e. The extra-curricular programme related to sports and well-being
- f. The celebration of sporting achievement, including personal fitness and competitive sport
- g. Cycling proficiency training and Cycling to School Safely protocol

- h. Activities available for unstructured time, including lunch and break times
- i. Activity-based residentials
- j. The curricular programme related to food preparation and nutrition
- k. Advice & Guidance to parents or carers on all aspects of student lifestyle
- i.e. The promotion of walking or cycling to school

4. Spiritual Development:

- a. The Religious Education Curriculum
- b. Support for the expression of individual faiths
- c. Inter-faith and faith-specific activities and speakers
- d. Visits to religious buildings and centres
- e. Classes and seminars with speakers focusing on spiritual issues
- f. School-linking activities – locally, nationally, and internationally
- g. The Assembly programme

5. Moral Development:

- a. The Religious Education Curriculum
- b. The behaviour framework underpinning the school's Behaviour Management policies
- c. Contributions to local, national, and international charitable projects

6. Cultural Development:

- a. Citizenship Education
- b. Access to the Arts
- c. Access to the languages and cultures of other countries through the curriculum and trips and visits
- d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice

What is SMSC (Spiritual, Moral, Social and Cultural) development?

- Spiritual development (see above)
- Moral development (see above)
- Social development (see above)
- Cultural (see above)

How do we at Farney Close further ensure that British Values, Cultural Capital and SMSC and promoted throughout the whole day?

We provide a wide range of organised activities and experiences. These include cooking lessons from a range of cultures, quizzes, competitions and film shows, school meals themed to reflect a particular countries style of food and world music workshops. This is evidenced through a photographic display of all the activities after the events. Young people also participate in trips to broaden their knowledge. These areas are further complimented during the curriculum enrichment week. Trips include visits to places of worship, for example, a Synagogue in Crawley, the Neasden Hindu Temple, and Westminster Abbey. Places of historical interest include the Royal Navy dockyard Portsmouth, Houses of Parliament, The Tower of London, and Bletchley Park. Visits of artistic interest include visits to The Tate Gallery, The Cass Sculpture Park and The National Gallery. More physical activities include camping in separate groups for boys and girls, adventure / theme parks and activity centres. Young people also have an opportunity to work with animal welfare in local centres and visit farms.

A teaching day each term is available to enabling young people to access a wide range of places of interest to build knowledge and understanding. This includes visits to museums, such as the British museum, the Science Museum and the Natural History Museum, the Science Park, Bodiam Castle, The Amberley Chalk Museum for countryside skills and the South of England Show.

How do people external to the school help educate our Young people?

Public speakers have been invited into school to talk to the young people about Sexual Health, Cyber safety, Internet Safety, Knife Crime, Drug Awareness, Food waste and nutrition, Driving whilst under the influence of drink or drugs, and a range of Careers and Pathways. Young people in Key Stage 4 attend a series of Careers fairs over the course of each year. Young people also participate in range of sporting activities, and we are members of the Surrey Special Schools Sports Association and the Sussex Youth Association.

The school actively participates in the annual National Anti-Bullying week, and we have previously won a regional competition for our work in this area. We are very aware of the importance of E-Safety and Internet Safety. We have sought to make parents and carers aware of this through newsletters, links on the school's website and circulars. We have also worked with the community police liaison officer, affording them the opportunity to raise young people's awareness through workshops in school. Parents and carers have had the opportunity to participate in both an e-safety and an Internet Safety workshop.

How do we raise young people's awareness of others?

For several years now, we have used fundraising to raise young people's awareness of others. This has included charities such as Red Nose Day and Young People in Need, MacMillan Cancer Trust, Breast Cancer Awareness, Ukraine appeal, and various animal charities. We have also participated in "Movember" which aims to raise awareness of men's health on testicular cancer, raised funds for a township school in Alexandra, South Africa benefited through the schools Enterprise Day. This particular fundraising event included Christmas Jumper day, non-school uniform day, cake sales, sponsored walks and stalls during school functions such as Open Day. Parents and carers are encouraged to support school fundraising. Donations from home enabled us to make up Food Hampers at Christmas which staff and young people delivered to a local sheltered housing group. Other initiatives at Christmas included young people taking parcels of essential items to the Homeless in Brighton.

Farney Close has also partnered with a small NGO in Ghana called Ankoma Outreach (AO). Initially, this was for Black History Month, but the young people invested into it so well, that it has been ongoing since then.

Ankoma is a small village living with extreme poverty on a daily basis. A special assembly detailed what it is like to live there and looked at the work that AO does to help the community try to become more self-sufficient.

So far, Farney Close has fundraised for: A Community Water Tank; A Malaria Outreach Programme; The refurbishment of 2 Classrooms; Building a new Kindergarten Classroom; Feeding 150 young people per day for 5 weeks of Summer School; Installing 2 new Street Lights; Contributing towards a life-saving operation for a very poorly 8-year-old girl and contributing to the costs of bringing 5 Ghanaian young people across to the UK, staying in our school for a time while visiting.

Lots of our young people will have the opportunity to spend time with our guests and be with them so all parties experience a collaborative cultural and educational experience.

Are there other ways that young people are encouraged to experience the wider community?

Young people at the school have also been involved in voluntary work, via their Duke of Edinburgh Awards and others independent of this.

Again, looking to support young people understanding of the wider community and world events, and continues to use this to promote the Olympic and Paralympic values which also reflect British values and those of our community:

- respect – fair play; knowing one's own limits; and taking care of one's health and the environment

- excellence – how to give the best of oneself, on the field of play or in life; taking part; and progressing according to one's own objectives
- friendship – how, through sport, to understand each other despite any differences
- courage
- determination
- inspiration
- equality

Whilst the Olympics is every 4 years, we continue to promote these values throughout out school annually.

How do young people gain a more personalized perspective of British values, Cultural Capital and SMSC?

Each young people complete an Independence Skills Assessment with their Link Worker each year to help both parties identify areas that will be addressed over the coming year in the young people's Care Plan Package. Our year 12 & 13 students have a more detailed Independence programme which they live with and practice throughout the year.

Political awareness and an understanding of current affairs are often developed through conversation, interaction, newspapers, the internet and television.

A more formal approach to educative learning can be found in PSHE lessons and other areas of the curriculum, such as Science, Technology, RE and History. These events are also discussed on houses with RSCWs. At times of major events, such as general elections, young people are encouraged to debate and vote. On a smaller scale, school democracy is enlivened through discussion and decision making in the School Forum.

During the evening, we encourage young people to take part in new experiences to help increase their self-esteem and feeling of self-worth. The school has a wide range of activities available for young people, including scuba diving, archery, music making and recording, BMX cycling, scootering and American Football to name but a few. The school has a large sports hall which caters for a wide variety of sports. Young people can also be involved in Bingo, Mountain Bike riding, fishing, Forest school, Head to Toe, Youth Club, local cinema, bowling or laser quest trips, Bouldering, Horse Riding, Beach trips, Swimming, and Cooking. Young people can also just relax on houses, watch TV or play computer games. Although limited to young people because of the nature of their difficulties, the school supports young people' interests in external clubs such as the Army Cadets and Police Cadets.

The school runs its own events to recognise national celebrations. For example, this includes a long established and successful Christmas production and a Carol Service. Many young people make Christmas cakes to take them home to share with their family. Christmas lunch and school production brings the festivities to a close.

We believe that this wide and diverse range of experiences allows each and every young person the chance to understand the wider world and their place within it, to see opportunities to develop personal interests, and to build self-esteem, resilience, confidence, tolerance and understanding in a diverse and changing world.

Developing Personal Development

The promotion of British Values, SMSC and Cultural Capital contributes directly to pupils personal development and preparation for adulthood. Personal Development is at the heart of our provision at Farney Close School. Through the curriculum, residential provision, therapeutic support, enrichment opportunities and community engagement, we support pupils to become confident, resilient and responsible young adults. Our approach helps pupils develop independence, healthy relationships, self-awareness, emotional regulation, citizenship skills and preparation for adulthood.

Through a carefully planned curriculum and residential programme, pupils are supported to develop:

- Independence and self-care skills
- Positive relationships and healthy lifestyles
- Emotional literacy and self-regulation
- Confidence and self-esteem
- Community participation and citizenship
- Career aspirations and employability skills
- Financial awareness and decision making
- Respect for diversity and protected characteristics
- Understanding of rights, responsibilities and the rule of law

We aim to ensure that pupils leave Farney Close equipped with the knowledge, skills and experiences needed to participate positively in modern Britain and to achieve the highest possible levels of independence, wellbeing and success in adulthood.