



Blossom House School

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Guidance

Our policy is also based upon the most recent DfE guidance for Independent Schools inspection guidance (for September 2023) which promotes SMSC through Personal Development, Behaviour and Welfare. As an Outstanding school, we will provide pupils with well designed, balanced and holistic education opportunities. Leadership and Management will ensure that:

- Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
- Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils
- Pupils have access to a wide, rich set of experiences
- We promote our school values through the curriculum and all aspects of school life
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education
- Post-16 provision goes beyond the expected, so that students have access to a wide, rich set of experiences that teach students why it is important to contribute actively to society. This is achieved through activities that strengthen the Post-16 offer



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- In our EYFS provision children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others
- We enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- We enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- We encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- We promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire appreciation of and respect for their own and other cultures;
- We encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

The list below describes the understanding and knowledge expected of pupils as a result of the school's promotion of **Fundamental British Values**:

- an understanding of how pupils can influence decision-making through democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; following The Prevent strategy 2011:
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Our policy aims

Blossom House strives to provide pupils with a safe environment for learning, in terms of academic development, social awareness and emotional wellbeing. Our approach to SMSC is linked to our school values and ethos which are central to our practice. All teachers and therapists ensure lessons and sessions do not tolerate or facilitate any discriminatory views, including those considered racial, sexist or homophobic (additionally bi/transphobic). If pupils exhibit or demonstrate views or opinions of an offensive or concerning nature, these will be immediately acknowledged in line with our policies and remediated/reported as appropriate through our official channels. The pupil/s may then be given access to 1:1 SLT /Arts Therapy 1:1, the Wellbeing team or discussions with a trusted adult (to help broaden their views and

assist their regulation and understanding). This may include referral to one of the school's own RSE mentors. Positive attitudes are supported through assemblies, displays, Group Times and SMSC days etc.

SMSC is actively promoted through the curriculum; it is enhanced by support from four RSE mentors across the school, through initiatives created by the school Diversity co-ordinator, by the Wellbeing team, and by the Group Leaders who ensure that pupils are set up to ensure that pupils start every day at school with confidence and preparedness to learn in a safe environment.

Blossom House is committed to the active promotion of social, moral, cultural and spiritual (SMSC) development as per the Education Act 2002. SMSC development is encouraged within both curricular and extra-curricular activities. This development is an integral aspect of Blossom House's mission statement; to "provide a holistic educational environment where children and young people can grow in knowledge and understanding, working towards reaching their social, emotional and individual potential". We endeavour not to 'teach' SMSC but to encourage pupils to continuously and respectfully explore and debate their social, moral, spiritual and cultural understandings. SMSC is therefore woven into everyday practice.

Blossom House strives to continuously create opportunities for pupils to interact with other people outside the school community. We believe this is an important aspect of cultural development. We organise many visits, workshops and trips to encourage debate around their own cultural understandings as well as those of others. Cultural Diversity has been promoted through the recruitment of a Diversity Lead for 2024/5.

Core Values:

At every opportunity, the school promotes its core values and their associated concepts. These values underpin curriculum planning and activities, ensuring that there are opportunities to develop the pupils' understanding and embracing of them in all aspects of school life. Our values are:

- Kindness (respect, tolerance, consideration, empathy)
- Belonging (acceptance, community, relationships, inclusion, diversity, co-operation)
- Growth (learning, attainment, development, overcoming challenges, resilience)
- Responsibility (safety, organisation & planning, accountability, taking responsibility for when things go wrong, repair, participation, Citizenship)

Our implementation:

The OfSTED report (December 2023) noted that 'This is a happy school, where pupils develop a real sense of belonging. This is because everyone is valued and their voices are heard. Pupils get involved in all sorts of opportunities which broaden their experiences'. A summary of examples of how Blossom House will actively promote social, moral, spiritual and cultural development through 2024/5 is as illustrated below.

Social Development

As a school for pupils with speech and communication difficulties, Blossom House incorporates social development as a fundamental value of the pupils' learning. Pupils are exposed to a wide range of social situations which they are supported to navigate including situations in school and offsite. Great heed is taken to support the Equality Act 2010 definition of protected characteristics to ensure that any relevant issues are managed and handled with sensitivity. Social values are explored through Communication Skills (Primary) and Life Skills (Secondary) supported by Speech Therapists. Examples include:

- Communication Skills timetabled through the Primary Curriculum, and Life Skills, delivered by Speech Therapists through the Secondary curriculum. Preparation for Life days will run through 2025/26
- Themed assemblies, such as Diversity and Anti-Bullying
- Engagement with School Council and various clubs
- Trips within the community
- Primary and Secondary Sports Days: pupils participate in two annual Sports Days, developing their teamwork, communication skills, and participation in cultural activities
- Pupils attend assemblies and workshops which reinforce the importance of using non-discriminatory language and of promoting equality
- Secondary pupils have discussed topics through Votes for Schools associated with the Black Lives Matter directive

Moral Development

Moral concepts are explored with adult support both within and out with the classroom environment. Pupils are encouraged to debate in lessons and learn to respectfully question other views. Staff are required to role model morally appropriate behaviour and to encourage children to explore 'right' and 'wrong'. This is further enhanced by the support of making choices, and of regulating behaviour, through our Zones of Regulation focus. Examples include:

- Diversity Days, where pupils are guided to make choices which reject discrimination and bullying
- Talks by local businesses and members of the community as part of Careers Fair
- Tackling subjects such as Organ Donation through Vote for Schools
- Year 10 work experience: pupils in Year 10 undertake a week of work experience in their local community to understand the work environment and to understand the concept of voluntary work
- RSE workshops - a series of workshops to teach pupils to engage in positive relationships
- *Show Racism the Red Card* day

Spiritual Development

Spiritual learning is promoted across the school in both curricular and non-curricular activities. Pupils are supported to consider their own religious and non-religious values and beliefs. Pupils are also encouraged to be open-minded and exploratory when considering others' beliefs. At Blossom House we aim to create a strong sense of community and acceptance to help pupils build an understanding of self within society. Examples include:

- In Primary, half day workshops learning about different world religions
- Looking at World Religions as part of the Humanities programme in Secondary, and the Topic curriculum for Primary
- Trips to a local Temple: to look at a local religious building to complement the RE curriculum and explore the notion of respect and tolerance when exploring spirituality
- Developing a sense of awe and wonder in Adapted Curriculum classes
- Celebration of, and learning about religious festivals, such as Holi and Ramadan

Cultural Development

Blossom House strives to continuously create opportunities for pupils to interact with other people outside the school community. We believe this is an important aspect of cultural development. We organise many visits, workshops and trips to encourage debate around their own cultural understandings as well as those of others. Cultural Diversity is promoted through the recruitment of a Diversity Lead for 2024/5. All staff have received training from The Black Curriculum training providers. Examples include:

- Pupils attend assemblies at which the school's targets for Diversity and for promoting the Black Curriculum are shared
- Diversity Day, in which other cultures are celebrated
- Clothes around the world: Early Years pupils spend the Spring Term looking at different clothes worn by people all over the world
- Cookery club: the after-school club provides some children the opportunity to create foods from different cultures and to think about what foods we share with other countries; BTEC classes cook a meal from a different country each term
- Exploring cultural influences through Secondary Art and Design classes
- Learning about Inspiring Individuals as part of Primary Topic lessons
- Votes for Schools weekly topics for Secondary pupils
- In-school Work Experience opportunities for P16 Employability pupils

Measuring and evidencing impact

Staff at Blossom House ensure that displays throughout the school are bright, informative and current. The quality of displays features in comments made on all-staff Learning Walk feedback. The displays are maintained and renewed regularly. Displays always earn the delight of visitors to the school.

Lesson Observations expect to note evidence of SMSC in every lesson viewed, which will then be discussed with the teacher/therapist. An overview of group activities throughout the academic year is maintained by SMT, to demonstrate how SMSC looks across the school as a whole. An SMSC report for the academic year is published on the school website.

A log is maintained on Gridmaker, which records opportunities for delivering SMSC across the school. The categories include:

- Speech and Language/OT sessions
- Assemblies
- Opportunities to celebrate success
- Community service/work experience

- Group Time
- Dance and sporting activities
- Personal development

Further policies provide additional information for promoting SMSC across the school:

- Primary Topic policy
- Secondary Humanities policy
- PSHE policies
- RSE policies – Primary and Secondary (KCSiE guidance update September 2025)
- Assembly Policy
- Holistic Curriculum policy
- Behaviour policy