



King's High School

Policy:	<i>Spiritual, Moral, Social and Cultural Education Policy</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head (Pastoral)</i>
Approved by:	<i>KHS Committee, June 2017</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
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Spiritual, Moral, Social and Cultural Education Policy

The 'Children's Act' (2004) based on the Green paper "Every Child Matters" (2003) outlines five key provisions for young people.

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution

In its SMSC policy and practice King's High School promotes the underlying principles of the Act to ensure that students are provided with a safe learning environment in which to develop their understanding of the world in which we live.

Our SMSC policy prepares students by providing opportunities for spiritual, moral, social and cultural development, helping them develop personal qualities which are valued in a civilised modern British society including truthfulness, honesty, respect for difference, moral principles, independence and self respect. Across the whole school SMSC education is integrated into the academic curriculum, including PSHEE sessions, assemblies and the daily life of our whole school community.

All staff throughout the school, whatever their role, are involved in promoting and developing our aims. At such a crucial time in the pupils' development it is vital that a strong pastoral support system is in place alongside our high quality education provision. Pupils become well known to their teachers and form staff as individuals. We find that the pupils readily talk to staff, not just about matters academic, but about the other areas of their lives that teenagers can find so stressful.

The personal development of every girl at King's High School is of paramount importance and synonymous with the school's statements of ethos and aims:

Statement of Ethos

- We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do
- In celebrating each pupil for the unique qualities she brings to our community, we encourage her to explore and develop her interests, gain confidence in herself and in her abilities, and seize the rich opportunities life offers
- We seek to prepare all our pupils for a life of learning and fulfilment; for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens
- Throughout their lives, we encourage our pupils to 'Aspire, Achieve, Enjoy'

Statement of Religious Ethos:

Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

Aims:

- **Scholarship** - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits
- **Environment** - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued
- **Community** - To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility
- **Character** - To develop resilience and confidence, and to inculcate integrity
- **Opportunity** - To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones

Spiritual Development

The school seeks to help students to become more aware of the spiritual dimension within them by providing opportunities to question and reflect. 'Spiritual' is not synonymous with 'religious' although it does extend to an awareness or religious beliefs and the diversity of religious belief systems. We welcome pupils of all faiths and none and encourage respect for other people. The school's ethos and values as well as the explicit teaching and learning within King's High aim to provide students with the knowledge to develop, explore and respect the spiritual dimension of their lives and the lives of others. We foster the spiritual development through:

- Promoting an environment where every student is given the scope to reach their potential regardless of their gender, race, disability or any other equality issues
- Providing a school ethos which is tolerant and non-judgemental and respectful
- Providing information and support to those who wish to pursue their own religious and spiritual development
- Proactively exploiting in the curriculum opportunities to explore issues for example social science and humanity subjects provide plentiful topics
- Use assemblies and enrichment and co-curricular opportunities to allow the exploration of spirituality such as in debating or creative writing

Moral Development

At King's High, moral development is concerned with enabling our pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is concerned with fundamental judgements and precepts about how people should behave and about the reasons for such behaviour. We aim to develop an understanding of society's shared and agreed values while at the same time developing a capacity to reflect on these and evaluate them for oneself. It is also about understanding that society's values are in continuous evolution in response to social and cultural change, and that there are many issues over which there is disagreement. It is about respecting others, paying particular regard to the protected characteristics set out in the Equality Act 2010 (see Appendix for the list of protected characteristics); respecting their needs, interests and feelings; being ready to explore and discuss one's own views and those of other people; and understanding the need to review and reassess one's beliefs, preconceptions and conduct in the light of experience. At King's High we try and foster this moral development through:

- Maintaining an ethos which is characterised by mutual respect and tolerance and modelling this behaviour within the community
- Giving students opportunities, both in the curriculum and where appropriate in extra curricular activities to explore and develop moral concepts and values such as rights and responsibilities and justice
- Encouraging student to get involved in supporting charities and fundraising events and activities

- To encourage pupils a degree of freedom and self-regulation that is often greater than they have experienced previously, in order that they may develop their own autonomous moral values and understanding in a manner appropriate to their age, and to encourage them to take responsibility for their own moral decisions such as working together in the House system and working together in key stages

Social Development

We also encourage students to develop the skills required to become active citizens so that they can participate responsibly in the community. This includes co-operation, teamwork, initiative, responsibility and collaboration. Social development has wider implications, however, also involving the ability to function effectively in a multi-racial, multi-cultural society and developing into tolerant and responsible human beings. It involves developing knowledge and understanding of others as well as an understanding of society's institutions and structures, of its economic and political principles and organisations, and of individuals' roles and responsibilities within it.

At King's High we aim to foster the social development of all our students through:

- Developing a pupil community that is anchored in shared values of respect, co-operation, self discipline and friendship
- The smaller class groupings, ensure the practice of respectful listening to others and encouraging individuals to contribute with confidence
- Providing opportunities for group activities such as leading assemblies, sport, music, drama events etc, enable pupils to foster a sense of community in the pupil body.
- Encouraging students to develop pastoral awareness and support for one another, for example through the mothers and daughters and sisters system, the House system and both academic and pastoral mentoring
- Encouraging tolerance for individual, cultural and other differences, as well as a zero-tolerance approach towards bullying. This creates an atmosphere in which students feel secure and form strong friendships which often span year groups, nationalities and cultural backgrounds.
- Teaching students about public institutions and services
- Providing opportunities to learn about and engage in local and national democratic processes such as voting in School for national and European elections and participating in the working party and then choosing the names of the Houses when establishing the School's new House System
- Encouraging students to choose, within their Key Stages, and support, nominated charities through school fundraising events
- Developing links within the community for example through the voluntary/community service placements. This provides Year 7 to Upper Sixth pupils with the opportunity to become more responsible and caring citizens and play an active role in the local community. Pupils take up a range of placements for example at the local primary and Prep schools, Old People's home, Warwick Hospital and Myton Hospice to name just a few
- Ensuring that all pupils have a voice that is actively heard through committees and discussion groups. We encourage pupils to take on responsibilities and play an active role in the local community and in school life. The school is committed to a consultative process whereby pupils are encouraged to develop the skills of negotiation and debate in order to affect change on a policy level. This is achieved in a number of ways such as School Council, Eco warriors group, Amnesty group, Sixth Form Forum, Healthy Eating and Lunch Committees to name just a few.

Cultural Development

We encourage our pupils to develop their own knowledge and understanding of differing cultural belief and customs and the need for tolerance for other cultures and their traditions. It is therefore necessary to develop an ability to recognise and understand one's own cultural principles and values and how they can and have changed over time. Whether through music, drama, art, science, poetry or history it is important to develop this ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs. It is necessary that pupils recognise now, through shared experiences accessed via travel, television, art and the internet, how culturally diverse the world is and have an understanding that cultures are always changing and coping with change. There is a need to focus on rejecting all forms of discrimination. At King's High we aim to do this by:

- Raising awareness and teaching pupil through curriculum lessons how to appreciate other people's traditions, values and beliefs such as in explicit teaching of Art, MfL, History, Geography, RP and English.
- Tackling any forms of discrimination or prejudice directly and so in doing so ensure that pupils learn from this
- Providing opportunities to participate in cultural events such as local and national level for example attendance at Holocaust Memorial events
- Participating in visits and trips in Britain and abroad also hold implicit opportunities to extend the cultural experience for example trips to Russia, European countries, China and also the yearly Sixth form trip to India where pupils fundraise and then teach in the linked School
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness e.g. through Music workshops, theatre visits and outreach programmes.

At King's High School, SMSC education will be promoted through:

- 1) Discrete provision:
 - a) Timetabled PSHEE curricular time - Years 7-11 have allocated timetable time with dedicated schemes of work and lesson plans.
 - b) Pastoral/tutorial activity sessions – have a tutorial time programme of activities that cover key themes, including personal reflection and development as well as for example careers education and guidance.
 - c) Specialist speakers and workshops – are used to complement and extend the above programme and are delivered as one off events at appropriate stages during the academic year, as well as being built into the specially designated Activity Days programme organised at the end of the academic year for all year groups in school.
- 2) Provision through teaching and learning in other subjects/curriculum areas

Every subject on the curriculum has a part to play in developing spiritual, moral, social and cultural aspects of its pupils. Certainly some subjects such as Personal Development, Geography, English, History, Philosophy and Ethics, have by their nature, more obvious opportunities for exploring these issues.
- 3) Provision across the whole school SMSC is prompted through:
 - Assemblies
 - Charity fundraising
 - Voluntary/Community service
 - Co-curricular/extra curricular activities
 - Day and residential trips
 - Duke of Edinburgh Award
 - Prefect and peer mentoring systems
 - Whole school monitoring system
 - House system
 - Wellbeing Week
 - Committees and discussion groups

- King's High Baccalaureate
- Creating on leadership positions such as inn Societies such as the Hobbs Society,
- Outside speakers and
- Community links

Further details can be found in the PSHEE overview and Schemes of Work

APPENDIX

The following are protected characteristics under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.