

THE KINGSLEY SCHOOL

SMSC Statement

This effectiveness of this statement will be monitored by Head of Prep, Head of Philosophy Ethics and Religion and Deputy Head Pastoral. It will be reviewed annually.

Written: September 2020

Review: September 2021



STATEMENT ON THE PROMOTION OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

This policy applies to all pupils at The Kingsley School, including those in the EYFS. School has an intrinsic part to play in pupils' spiritual, moral, social and cultural development because it is a vital part of pupil's personal growth, and the development of their sense of belonging to a community and a society locally, nationally and globally.

One of the aims of The Kingsley School is to encourage pupils to respect and value the diversity of our culture and society. We seek to foster an attitude of tolerance, value, inclusivity and mutual respect towards those from a culture and background different from their own. The Code of Conduct reminds the pupils to treat everyone with respect, and to take pride in their achievements and the achievements of others. Furthermore we try to establish a sense of responsibility towards the environment and forge effective partnerships with parents, other schools and the wider community.

In addition to developing spiritual, moral, social and cultural opportunities for students, we also ensure that the British Values of democracy, the rules of law, individual liberty and respect/tolerance are integrated throughout our ethos and aims.

SMSC in the Senior School

Spiritual, moral, social and cultural awareness is promoted in a number of ways:

The Philosophy, Ethics and Religion (PER) programme encompasses a variety of topics which highlight the importance of belief within society and different cultures, the distinctive nature of different religions and how beliefs affect individuals' lives. Pupils learn how to respect opinions, understand their own beliefs and how these have impacted their own development. Pupils explore the laws surrounding current ethical issues, such as multiculturalism and Islamophobia; animal and human rights; prejudice and discrimination; importance of life and human relationships. They address these issues from a variety of religious and non-religious perspectives, including atheism and humanism as well as addressing their own opinions to enable them to gain a sense of how they make decisions about right and wrong

The PSHEE and Citizenship programme gives many opportunities to foster insight into the values and beliefs of others. Principles are emphasised which lead pupils to understand right from wrong, to value each individual, to learn tolerance and respect for others and to take responsibility for their own actions. Students are introduced to the UK's major political institutions and processes, and the principles of democracy, in a way which is at all times free from political bias. They learn about

justice and the workings of the UK's legal system. They examine the rights and responsibilities of a UK citizen.

Through **assemblies** pupils are encouraged to develop an understanding of the significance of religion and spirituality, as well as the importance of morality, personal and social relationships, and rights and responsibilities. All girls take part in presenting assemblies to the whole school at least once a year, and the topics they select show an awareness of many spiritual, moral and cultural issues.

At Kingsley assemblies are opportunities for the whole school to gather together to

- Reflect on the wonder of the world around us;
- celebrate success, eg sports teams, music awards, competition winners, Duke of Edinburgh Award Scheme
- develop pride in the school and the achievements of its pupils, and to have a sense of belonging;
- encourage high standards of behaviour and mutual respect;
- foster links with the local community through presentations from representatives from local charities eg Plan UK, Myton Hospice, Guide Dogs for the Blind, Molly Olly's Wishes
- learn from a visiting speaker about the troubles and difficulties faced by those living in particular conditions eg girls and women around the world, victims of the Holocaust(s);
- experience the beliefs and practices of a variety of faiths including Christian, Buddhist, Sikh, Muslim or Jewish perspectives;
- hear about those who have shown by their lives or example great integrity, commitment or compassion;
- share in national and international events eg Holocaust Memorial Day; royal celebrations; the Olympics; International Women's Day, International Day of Languages, International Philosophy
- reflect upon contemporary social and moral issues;
- help pupils to develop a value framework

Through the curriculum pupils will be encouraged to develop attitudes of awe, wonder, reverence, compassion, self-respect, respect for others, integrity and commitment. They will come to understand significant aspects of their own culture, and that they are living in a world of rapid cultural change and ethnic diversity:

- in English the study of literature will enable pupils to gain knowledge and understanding of the English literary heritage and afford pupils the opportunity to discuss a whole range of social and moral issues – love, conflict, relationships, crime and punishment – and to explore other cultures through a range of selected texts;

- in drama pupils can develop skills of co-operation, compromise, negotiation and assertiveness, in addition to exploring a range of social and moral issues;
- in music pupils can learn to appreciate music from a wide variety of cultures and traditions;
- in art pupils can be exposed to the aesthetic value of painting, and sculpture within a varied cultural tradition;
- in geography pupils can experience the awe and wonder of a volcanic eruption, the power of nature in flood and fire or the creation of natural wonders of great beauty;
- in history pupils follow the development of rights in the UK from Magna Carta 1215 to the Bill of Rights 1688, and the progress towards universal suffrage in 1928; they see the gradual transfer of power from monarchs to parliament; they learn of persecution and intolerance in Nazi Germany, and the integrity of humanity as personified by influential individuals and groups;
- in science discussion of the theory of evolution will provoke debate and promote reflection;
- in PE/Games pupils will experience the pleasures of working towards individual achievement and healthy life styles, as well as team success.

In **form time**, and during subject lessons, pupils learn social skills such as co-operation, group identity, sensitivity, empathy, and sympathy towards others. Form time is also an opportunity for pupils to learn self-control and listening skills, to share knowledge and to support each other, and to gain a sense of their rights and responsibilities, and the need to “do the right thing”.

Visits to art galleries, museums, places of historical or literary significance, theatres, concerts or the ballet, help pupils to experience the aesthetic and to expand their appreciation of the diversity and richness of a range of cultural traditions. Sixth Form trips to the Houses of Parliament and the Bank of England help develop students’ awareness of British institutions.

Through charity fundraising, within houses and year groups, where pupils work together to raise money for those who need help and support (examples include regular support such as Christmas Shoebox Appeals, national campaigns such as Amnesty Write for Rights, World Mental Health Awareness Day, Children in Need and Comic Relief, through the organisation by the Amnesty International group who raise money and awareness of human rights issues such as LGBTQ+ awareness and awareness of refugees and whole school annual campaigns such as Plan’s Because I Am A Girl, and individual events chosen by forms or groups of girls related to their interests and circumstances).

Extra-curricular activities such as the World Challenge Expeditions promote an understanding of other cultures, traditions and social morals. The Duke of Edinburgh Award Scheme enables pupils to work as teams, supporting each other in a spirit of tolerance, and working towards a defined goal. The Challenge Scheme enables pupils to work with young people from other schools to become aware of the needs of their local community and how these may be met.



As a Round Square School we collaborate with other schools worldwide to share learning and cultural experiences, for example, a recent 'Postcard from your Country' on Zoom with a school from Japan.

SMSC in the Preparatory School and EYFS

We recognise that a child's personal development plays an important role in their ability to learn and achieve. As such, we aim to provide opportunities that enable children to explore and develop spiritually, morally, socially and spiritually.

In the Preparatory School we consciously facilitate opportunities in these four areas in the following ways:

Spiritual development

- Through the PSHE programme and tutor time, pupils are given the opportunity to develop a set of values and principles which informs children's perspective on life and their patterns of behaviour.
- Through the PER programme of study, pupils are provided with an awareness of, understanding and respect for their own and others' beliefs.
- The opportunity for children to experience 'awe and wonder' through exploring natural environments, such as Forest School for EYFS.
- Links with our local parish church are developed through festivals such as Harvest, Christmas and Mothering Sunday, to give pupils the opportunity to become part of the extended community.
- Teachers promote learning styles which value pupils' questions and gives them space for their own thoughts, ideas and concerns so they can make connections between their learning and the context of their own lives.

Moral development

- An opportunity for pupils to explore and understand human emotions and the way they impact on people through literacy, drama, music and dance.
- Providing a clear moral code for behaviour which is promoted consistently through all aspects of school; for example, Behaviour Policy, the Kingsley Code of Conduct, E-Safety learning and Anti-bullying learning.

- Giving pupils opportunities to explore personal rights and responsibilities and to develop moral concepts and values throughout the curriculum; for example, during PER, history, literacy, drama.
- Extra-curricular activities, such as Student Voice, Year 6 leadership team, residential trips in Years 4 upwards and the 'Kingsley Big Sisters' and House Families programme encourage pupils into a wider view of their personal and community responsibilities.
- Rewarding expressions of moral insights and good behaviour through our school behaviour policy and reward system.
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care for the environment and maintain the schools code of conduct.
- Providing children with models of virtue, through literature, history, science, art during learning in class, assemblies and through acts of worship.
- Reinforcing our school's values through assemblies, images, posters, classroom displays and exhibitions.

Social development

- Fostering a sense of community through involvement in community art projects, sports events, partnerships with local churches and supporting local charities and events, visits from role models from the community.
- Encouraging children to work co-operatively; for example, paired reading, house systems including House Families and our school council, Student Voice.
- Providing positive cooperative experiences; for example, sporting events, Christmas and Summer performances, Choir performances, Quiz club events.
- Providing children with role models from their community; for example, visits from firemen, police officers, 'seeing eye' dog trainers and older pupils both current and pupils who have moved on.
- Helping pupils to develop personal qualities which are valued in society; for example, thoughtfulness, honesty, respect, moral principles, independence, inter-dependence and self-respect.
- Encouraging children to challenge, when necessary and in appropriate ways, the values of a group or a wider community through public speaking training and assemblies which introduce children to positive role models.

- Helping children to resolve tensions between their own aspirations and those of a group or wider society; through adult support, Year 6 residential, PSHE and circle time discussions, Girls on Board scheme and assemblies.

Cultural development

- Providing children with opportunities to explore their own culture assumptions and values through the curriculum and special events, such as Christian values week.
- Celebrating the attitudes, values and diverse cultures in geography, RE, history, literacy, assemblies, art, dance, music and drawing on the children's own cultural backgrounds.
- Recognising and nurturing gifts and talents; for example, Art prize, LAMDA, music examinations and school productions.
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness; for example, visits to alternative places of worship, marking the European Day of Languages,
- Reinforcing our school's cultural values through assemblies, learning, displays and photographs to be used on material available for parents.

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