



King's High School

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Spiritual Moral Social Cultural Education Policy	
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Spiritual Moral Social Cultural Education Policy

1. Mission and aims

1.1. At King's High, we place great emphasis on providing a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do. Spiritual, moral, social and cultural (SMSC) education is integral to the life of the school in helping us meet each of our aims:

1.1.1. Creativity and Curiosity: to foster a love of learning that promotes creativity, curiosity and independent thinking

1.1.2. Community and Social Responsibility: to support our community and demonstrate a commitment to social responsibility

1.1.3. Character and Confidence: to promote the character development of every student to enable them to be resilient, building confidence, integrity and courage

1.1.4. Wellbeing and Happiness: to prioritise the wellbeing and happiness of every member of our school community

1.1.5. Opportunities and Futures: to provide a stimulating and inspiring school experience, where our students can explore and develop their interests and skills to ensure they are future-ready.

1.2. In celebrating each student for the unique qualities they bring to our community, we encourage individuals to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers. We seek to prepare all our students for a life of learning and fulfilment, and to be responsible, active, and compassionate global citizens in the fast-changing world of the 21st century. Throughout their lives, we encourage our students to '**Aspire, Achieve, Enjoy**'.

1.3. SMSC education helps students develop personal qualities such as truthfulness, honesty, respect for difference, moral principles, independence and self-respect. The fundamental British values of democracy, the rules of law, individual liberty and respect/tolerance are promoted through our day-to-day activities, as well as being taught formally in lessons, and special regard is given to the protected characteristics when teaching about respect and equality.

2. Guidance

2.1. This policy has due regard to relevant legislation and statutory guidance including, but not limited to:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'

3. Statement of Religious Ethos

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

4. Expectations of Staff

4.1. Two Equality, Diversity and Inclusion Leads were appointed in 2024. They work closely with the Deputy Head Pastoral and Wellbeing to ensure SMSC education is embedded in the School's practice.

4.2. All staff throughout the school, whatever their role, are involved in promoting and developing SMSC education and are expected to lead and strengthen this provision. At such a crucial time in students' development, it is vital that a strong pastoral support system is in place alongside high-quality academic provision. Students become well-known to their teachers and form staff as individuals. Students readily talk to staff, not just about matters academic, but about the other areas of their lives.

- 4.3. Staff are aware (through, for example, the Curriculum Policy and regular staff meeting reminders) that personal beliefs must not be expressed in ways which exploit students' vulnerability or might lead them to break the law and they must not encourage support of a particular political viewpoint.

5. Spiritual Development

- 5.1. The school seeks to help students to become more aware of the spiritual dimension within them by providing opportunities to question and reflect.
- 5.2. 'Spiritual' is not synonymous with 'religious' although it does extend to an awareness or religious beliefs and the diversity of religious belief systems. The student Interfaith Council plays an active role in providing a space for reflection and raising awareness of religious belief. They led the design for the prayer room, designated in 2024 and were proactive in developing the outdoor reflection space/peace garden.
- 5.3. The school's ethos and values as well as the explicit teaching and learning 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, non-judgemental and respectful
 - Providing information and support to those who wish to pursue their own religious and spiritual development e.g. Year 9 interfaith panel event and.
 - Proactively exploiting in the curriculum, opportunities to explore issues
 - Using assemblies, enrichment and co-curricular opportunities to allow the exploration of spirituality.

6. Moral Development

- 6.1. At King's High, moral development is concerned with enabling our students to build a framework of moral values, aligned with the law of the land, which regulate their personal behaviour. It is concerned with fundamental judgements and precepts about how people should behave and about the reasons for such behaviour.
- 6.2. 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 co-curricular activities to explore and develop moral concepts and values such as rights and responsibilities and justice
 - Encouraging student to be actively involved in supporting charities, fundraising events and activities
 - Granting students 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 when working together.

7. Social Development

7.1. 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.

7.2. 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 student community that is anchored in shared values of respect, co-operation, self-discipline and friendship
- Promoting 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, to foster a sense of community in the student body
- Encouraging students to develop pastoral awareness and support for one another
- 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 democratic processes and engage in mock elections
- Encouraging students to choose and support, nominated charities through school fundraising events
- Developing links within the community for example through the voluntary/community service placements
- Ensuring that all students have a voice that is actively heard through committees and discussion groups. We encourage students to take on responsibilities and play an active role in school life. The school is committed to a consultative process whereby students are encouraged to develop the skills of negotiation and debate in order to affect change on a policy level.

8. Cultural Development and Meeting Cultural Need

8.1. We encourage our students 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.

8.2. It is necessary that students 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 provide opportunities for cultural development by:

- Raising awareness and teaching student through specific topics in curriculum lessons how to appreciate other people's traditions, values and beliefs

- Encouraging students to explore, share and celebrate their own culture
- Tackling any forms of discrimination or prejudice directly and so in doing so ensure that students learn from this
- Providing opportunities to participate in cultural events at local and national level and running an annual student-led cultural celebration fair
- Participating in visits and trips in Britain and abroad to extend the cultural experience
- Running Model United Nations
- Developing partnerships with outside agencies and individuals to extend students' cultural awareness.

9. SMSC education

9.1. SMSC education is provided through

9.1.1. Timetabled PSHEE curricular time: Years 7-13 have allocated timetable time with dedicated schemes of work and lesson plans

9.1.2. Pastoral/tutorial activity sessions: activities that cover key themes, including personal reflection and development as well as for example careers education and guidance.

9.1.3. Assemblies: whole school, key stage, year group and house assemblies provide the opportunity to:

- reflect on the wonder of the world around us
- celebrate success and develop pride in the school and the achievements of its students e.g. sports teams, music awards, competition winners, Inspire enrichment entrants, Duke of Edinburgh Award Scheme
- have a sense of belonging to the school community
- encourage high standards of behaviour and mutual respect
- foster links with the local community through presentations from representatives of local charities
- develop empathy through hearing from visiting speakers about the difficulties faced by those living in particular conditions e.g. victims of trafficking, refugees
- learn from students in the Interfaith Council about the beliefs, practices, major and lesser-known festivals celebrated by different faith groups including Christian, Buddhist, Sikh, Muslim or Jewish
- help students to develop a values framework
- hear about those who have shown by their lives, great integrity, commitment or compassion
- share in national and international events and participate in national awareness campaigns e.g. Holocaust Memorial Day; the Olympics, International Women's Day, Black History Month, LGBT History Month, Women's History Month, Anti-Bullying Week, International Day of Languages, Hidden Disabilities Week, Young Carers, World Climate Day, Children's Mental Health Weeks, World Poetry Day
- reflect upon contemporary social and moral issues such as racial inequality, discrimination, climate change and refugees and give students a platform to encourage others to think about pertinent issues e.g. gender stereotyping, ableism

9.2. 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 programmes such as weeks devoted to 'Festival of Ideas' and 'Festival of Wellbeing' and off-timetable days.

9.3. **Provision through teaching and learning in other subjects/curriculum areas:** every subject on the curriculum has a part to play in encouraging spiritual, moral, social and cultural development in students and audits are carried out to check coverage.

9.4. **Further provision across the whole school:** prompted through:

- Charity fundraising
- Voluntary/Community service
- Co-curricular activities
- Day and residential trips
- Duke of Edinburgh Award and Combined Cadets Force (CCF)
- Prefect, school ambassador and club leadership opportunities
- Whole school monitoring systems
- Houses, including senior and junior leadership roles
- Committees, working parties and discussion groups
- King's High Baccalaureate
- Community links

10. Links with other policies

- PSHEE and RSE Policies
- Behaviour Policy
- Equality, Diversity and Inclusion Policy (Students)

11. Monitoring and review

Audits of SMSC provision are carried out regularly with the most recent being conducted in June 2024, overseen by DHP. In addition, schemes of work, lesson observations and work scrutiny are used by the DHA to monitor delivery in lessons.

APPENDIX A: Protected characteristics

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.

APPENDIX B: Examples of how SMSC development is promoted

Democracy: election of prefects, form officials and society leaders; whole school mock elections; student-run mock elections; general election night events; MP visits; recent voting on who should be in the 'changemaker' gallery from which house names were chosen

Rule of law: students devised and agreed new Sixth Form 'Code of Conduct' when moving to joint Sixth Form Centre; Model United Nations, Amnesty and National Council of Young Women are active student clubs who share their knowledge through whole-school assemblies; Year 7 'Gladiator' topic in Classics highlights issues associated with lack of legal protection

Individual liberty: students are listened to and supported when sharing their views directly with staff or through School Council, relaunched as a Smart School Council in 2023; 'Connections' meetings give students the opportunity to talk in a small group to senior leaders each year so the 'quieter' voices can influence decision which affect them; students were involved in many of the decisions about the new school uniform in 2022; Food Committee; student-led LGBT+ Society, Environmental Action Group, Universal Justice Society and Ableism Group established in response to student requests; Pride Fair held in response to student voice; Key Stage 3 students can opt into 'Inspire' competitions (with allowance on homework timetables) which have included a 'write a campaign' competition; KHAPS personal achievement awards allow pursuit of own interests in holidays; in Physics students form an opinion continuum across the room, placing themselves in order of how strongly they agree or disagree with the statement "The UK should continue to invest in the use of nuclear power".

Mutual respect for and tolerance of those of other faiths: Interfaith Council allows students to share their own beliefs and talk to others about aspects of different religions. Rag first activity fair in 2023. Less well-known Hindu, Sikh and Muslim festivals presented to the school community in assemblies, via activities such as hand-painting for Holi and via frequently emailed guides. Q and A forum with different religious leaders regular part of Festival of Ideas; Drama Department encourages students to explore the issue of the anti-Semitic behaviour shown towards the character of Shylock and to consider, through practical work, solutions to address the negative actions within the play.

Self-knowledge, self-esteem and self-confidence: promoted very successfully by external providers such as 'Push', 'It Happens Education' and 'Self-Esteem Team' (whom students themselves asked to return); creative subjects and co-curricular programme offers ample opportunity for personal development in leading societies, representing the school regionally, nationally and even internationally in competitions and conferences; students trained by the Diana Award as Wellbeing Ambassadors and lead the school's antibullying and wellbeing work through form time activities, assemblies and lunchtime events as well as representing the school in national and international conferences. Two recently served on the national council and spoken to government ministers, one has appeared multiple times on national news and interviewed Prince William; subject mentors give confidence to themselves and younger students through club and individual support e.g. Art Ambassadors; 'Exploring my neurodiverse self' workshops and club to develop advocacy and self-esteem; mental health has been promoted through events such as #Hello Yellow and a mental health strategy is in place.

Distinguishing between right and wrong and respecting civil and criminal law: in R & P in Year 9 there is discussion of the role of laws, punishments and the impact of crime and "love and justice in difficult situations" includes understanding of ethical principles (Kantian Ethics and Utilitarianism) and application of these to ethical situations: abortion, euthanasia, animal experimentation etc. including discussion of the law on these issues; Year 8 PSHEE includes discussion of benefits of civil and criminal laws which is picked up in more detail in Year 11 'institutions' topic

Accepting responsibility for behaviour, showing initiative and contributing positively to society: new behavioural policy introduced in 2023 in consultation with students; restorative practice informs the response to behavioural incidents; students are always involved in discussions about behavioural incidents before sanctions are imposed and are helped to understand when they have crossed unacceptable boundaries; the school adopts a stepped approach to sanctions; students are encouraged to write genuine letters of apology and/or engage in discussion; student Wellbeing Ambassadors lead antibullying and other work throughout the year to promote positivity in the school community; 'period poverty' campaigns have been supported by collecting women's items for charity; strong links volunteering at local hospitals and nursing homes through 'Kissing it Better' Friday Afternoon Activity; many students involved in D of E which involves commitment to charitable work; Evergreen Special School partnership established in 2021 with students visiting on Friday afternoons

and new special school links established with a Coventry special school in 2024; Sixth Form students work with the holiday club for children with moderate disabilities.

Knowledge and respect for public institutions: visits to Warwickshire Police HQ for work-related activities; students visit local primary schools to support reading, NHS careers talks and careers forums include those working in public institutions; weekly visits to Warwick Hospital as part of Kissing it Better link; trips to attend mock trials at court; visits to Parliament and UK Supreme Court; magistrate addressed whole school assembly on Safer Internet Day; in Year 10 PSHEE, 'Self and society module', the work of institutions is explored; CCF involvement from Year 9 upwards

Tolerance and harmony between different cultural traditions: Year 8 PSHEE diversity competition in form groups; Wellbeing Ambassadors taught Muslim boys about bullying at Diana Award training session; Universal Justice group raising awareness of human rights issues and ran form activity at end of summer term 2021; Model United Nations – students attend national events; Cultural Fair run by staff and students as part of end of year activities in 2023 and 2024.

Respect for others, with particular regard to protected characteristics: taught regularly in PSHEE lessons; Wellbeing Ambassadors work on antibullying in general and specific anti-HBT (homophobic, biphobic and transphobic) bullying training from Diana Award; Womens', LGBT and Black History Months celebrated with a range of activities including visiting speakers and research competitions; student-led Hobbs Society each term focussed on a different characteristic with a series of visiting speakers covering race, ableism and LGBT+. Whole school assembly and Q and A forum featured Paralympic medallist Kare Adenegan on importance of setting goals for wellbeing; links with Evergreen Special School and holiday club for children with moderate disabilities involves Sixth Formers as support workers.

Respect for democracy and the law: in Year 7 history, examination of life under dictatorships/monarchies in China and Egypt and development of democracy in UK - Magna Carta/Peasants Revolt.; in Year 8 - English Reformation/ English Civil War - the Role of Parliament and the Crown. Opposition to Imperial Powers in 5 African Nations - ideas of self-governance and the Rule of Law e.g. Trans-Atlantic Slave trade and abolition. Year 9 - Rise of Dictators in Europe / Windrush Generation / Impact of the Stephen Lawrence murder - Institutional Racism and Multi-culturalism. Consideration is given to the process of law making, the development of suffrage in the UK especially extending the franchise to 16 year olds in recent referenda and regional assembly elections. When relevant, students are asked to consider those excluded from the democratic process eg homeless; in R & P, Year 7 'Women who changed the world' (Susan B. Anthony, Malala Yousafzai and Sojourner Truth - all promoting a change to law through democratic processes. Year 9 - Case study of Noel Conway - discussion of the various voices in the debate surrounding the legalisation of euthanasia and the importance of a fair, democratic process in the development of new laws.