

CIRENCESTER KINGSHILL SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY & STATEMENT ON THE PROMOTION OF BRITISH VALUES

Introduction

Cirencester Kingshill School is a caring community of children and adults. Each individual should make a contribution to the life of the school and in turn may expect from it help and support.

There are six basic aims:

1. To develop those skills which are necessary for life - in reading, writing, speaking, comprehension, computing, in physical and manual dexterity and in study methods such as individual research and co-operating with others.
2. To help pupils derive pleasure and fulfilment from work in its widest sense and to enable them to obtain those formal qualifications, within the limits of their abilities, which are necessary for employment and further education.
3. To develop an understanding of the world of work with all its implications.
4. To enrich the lives of pupils, by stimulating their interests, widening their horizons and giving scope for creative activities in anticipation of increased leisure time.
5. To help pupils understand themselves, those around them and giving scope for creative activities in anticipation of increased leisure time.
6. To help pupils grow into mature, moral people who are able to discuss what is good, true and of value, who will appreciate spiritual as well as material matters and who will strive to make the world they inherit a better one.

The School Ethos is:-

- *Show RESPECT to all pupils, staff, personal property and for our school.*
- *All pupils are EQUAL and deserve equal attention.*
- *LISTEN to each other and value everyone's contributions.*
- *Come to lessons EQUIPPED and READY to learn.*
- *HELP each other learn.*

The Spiritual, Moral, Social and Cultural education of pupils at Cirencester Kingshill School is cross-curricular and not limited to specific SMSC lessons.

SMSC Development and the Four Aspects

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religious; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imaginations and creativity in their learning.
- Willingness to reflect on their experiences

Moral development is about building a framework of moral values for pupils, which regulates their personal behaviour. It is the development of pupils' understanding of society's shared and agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. It is also about pupils gaining an understanding of the range of views and the reasons for the range, and developing an opinion about the different views.

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together, and functioning effectively in a multi-racial, multi-cultural society. It also involves the development of the inter-personal skills needed for successful relationships.

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development is about pupils understanding their own culture, other cultures in their town and region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Young people need to understand that cultures are always changing and be able to cope with this.

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Roles and responsibilities of School Leaders and Governors

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils’ spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992, the School Inspections Act 1996 and Ofsted School Inspections Handbook 2019.
- It also refers specifically to the most recent guidance from the Ofsted School Inspection Handbook (September 2015). It also takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever challenging world.
- This policy should be read in conjunction with the accessibility plan, anti-bullying policy, school discipline and behaviour policy, child protection policy, looked after children policy, equality policy, e-safety policy, exclusion policy, offensive weapons policy and the substance misuse policy.
- The statutory requirement that schools should encourage pupils’ SMSC development was first included in the Education Reform Act 1988.

‘The curriculum (must be) a balanced and broadly based curriculum which —

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.’

This was followed by the Education (Schools) Act 1992 which stated that:

‘The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of pupils at those schools.’

Ofsted Inspection Handbook 2019 clearly recognises the continued importance of SMSC stating that personal development judgements will take account of how we are:

- Developing responsible, reflective and active citizens who are able to play their part and become actively involved in public life as adults.
- Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: ‘...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible’.

In keeping with our school motto ‘Striving for Excellence’, Cirencester Kingshill School aspires to be a school where pupils really do strive for academic excellence whilst developing their individual potential and qualities of character such that they can make a positive contribution to the world.

The Process at Cirencester Kingshill School

In order to realise the above aims we will do the following:

- Provide a coherent assembly, PSHEE and RESPECT programme which enables all four aspects to be delivered at different and appropriate times. See appropriate policies for more details.
- Opportunities will also take place in enrichment activities. Those with responsibility for leading the Extend clubs, organising trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- At departmental level, Heads of Faculty will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.

- Promote pupil voice and the poser of democracy via the Year Councils, School Council, Eco Club and Charity Reps.
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents/carers, and to other interested individuals.
- The Continuing Professional Development (CPD) Co-ordinator will ensure that individual and whole staffs SMSC needs are met in the CPD Development Plan.
- One of our core objectives of the Pupil Premium is participation. This additional funding aims to ensure that pupils and their families engage with the wider range of experiences offered by school and develop aspirations for a successful future beyond school.

All members of Staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of Faculty, Year Team meetings, Staff meetings, Support Staff meetings and Site Team meetings.

Monitoring and Review

This policy will be reviewed regularly as part of our general monitoring. There will be the opportunity for discussions at Governor's and staff meetings. SMSC will feature as part of curriculum audits within faculties and the sharing of classroom work and practice will be actively encouraged.

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Reviewed by D. Christopher _____ September 2020 _____ (Date)

Adopted by Governors _____ (Sign) _____ (Date)

Review date _____ November 2021 _____

Statement of British Values

On the 27th November 2014 the Department for Education introduced a statutory duty to all schools to promote British Values through SMSC.

British values are embraced and promoted at Cirencester Kingshill School through education centred on participation in democracy, an appreciation for the rule of the law, an awareness of the importance of individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. At Cirencester Kingshill School we are keen to promote inclusive and positive values. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

We aim to support our pupils to develop into happy, healthy citizens who seek to actively participate in the world they live in and make positive contributions to wider society and the community in which they live.

What values do we promote at Cirencester Kingshill School?

Safety the Law Rights Responsibilities Freedom Fairness Tolerance Democracy
Diversity Sense of Community Self-Confidence Initiative

RESPECT

Ethical Conduct Culture Well-being Creativity Equality Inclusivity Individual Liberty
Mutual Respect Innovation Competitive Spirit Tenacity Being Considerate Empathy

How do we actively promote these values?

Our school's values are encapsulated in the word RESPECT:

- *Show RESPECT to all pupils, staff, personal property and for our school.*
- *All pupils are EQUAL and deserve equal attention.*
- *LISTEN to each other and value everyone's contributions.*
- *Come to lessons EQUIPPED and READY to learn.*
- *HELP each other learn.*

This ethos, and therefore mindset, is at the heart of all that we do.

Specific examples of how British Values are promoted

N.B. What follows is not an exclusive list, further details can be seen in Faculty schemes of work.

- All our pupils take RE through Years 7 – 11. At Key Stage 4 this forms part of the Respect course. Some pupils opt to take GCSE Religious Studies.

- The RE curriculum contains many elements which are directly linked to the promotion of British values for example commitment to the understanding of all the religions and non-religious philosophies that are present in British society, a study of Britain's religious roots and the complexities of poverty and wealth and how we respond to such issues.
- All pupils study PSHEE via discreet PSHEE and RESPECT lessons. Through our promotion of the building of strong, meaningful relationships we uphold the time-honoured British value of reaching out to each other and embracing the humanity within everyone. We also promote healthy lifestyles and diets. This is a reflection of the British principle of the Welfare State, in that we all play our part in supporting the system not just by paying taxes but by ensuring that, by doing our bit to stay healthy, we do not present an unnecessary burden.
- The school has a very strong year system. Pupils feel a strong sense of belonging to their year group. The Heads of Year actively encourage a sense of belonging and pride in their year group.
- Each year group has a year council made up of voted representatives from each tutor group. Two representatives from each year group then form the School Council. The School Council also has representatives from the Buddies, Charity reps and House Captains. The Pupil Voice is a strength of the school. Pupils are genuinely involved in real decision making including changes to the school uniform, the catering contract, reviewing of school policies e.g. School Behaviour Policy and interviews for all middle management posts and above.
- Each year group has two assemblies a week plus a Thought for the Week. Examples of assembly themes includes memorials to the First and Second World Wars, Resilience in the face of adversity, Anti-bullying, Mental Health awareness, Who am I?, Democracy, Celebrating Success, Anti-discrimination..
- The whole school democratically decides upon a charity to support each year. Every tutor group is challenged to raise at least £50 over the year plus we have our annual charity fayre day. We also support Children in Need through a Talent Show and the whole school contributes to fund raising for the town's foodbank during December.
- Leadership opportunities are a strength of the school. Many of our pupils through the Young Leaders Programme become involved in leading sports events for primary schools. Through this the pupils are in the position of promoting the rule of law – whether it is within a game situation or simply having expectations of good behaviour and sportsmanship. The pupils also show utmost respect for the children they are working with, encouraging children to succeed, whether they are first over the finishing line or last.
- All Year 8 pupils commit to a duty day where they carry our practical service to the school e.g. taking visitors on guided tours, setting up the dining room, dealing with the recycling.
- There is a Buddy scheme where a group of Year 10 pupils support the Year 7 pupils. The Year 10 pupils lead a SEAL programme through the first two terms of the Year 7 pupils' entry to the school and also act as peer mentors. The Year 10 pupils are required to apply to be part of this leadership scheme and have to commit to the whole process.
- Individual Behaviour Plans, Pastoral Support Plans and the whole mentoring programme is aimed at developing pupils' skills and attitudes that will allow them to participate and contribute positively to life in modern Britain. This is a positive move for individuals who do not have the basics of right and wrong instilled in them from an early age.
- The school has achieved the Gold Artsmark and has a deservedly strong reputation for creativity. The school production, music concerts, Shakespeare in schools all contributes to this.
- Competitive spirit is fostered in many faculties but particularly within Physical Education. The school has significant success within sport.
- Good manners are actively encouraged throughout the school community.
- Year 9 and 10 pupils have the opportunity to engage in the Duke of Edinburgh Award Scheme. Through their participation in the award scheme, pupils are encouraged to reach out to others and engage in community activities, especially while undertaking the Volunteering section of the award. During the expedition we see resilience, interdependence and camaraderie promoted – all important British characteristics and values.

- There is a year group residential for Year 7 which all are actively encouraged to attend. This provides the opportunity for pupils to strengthen relationships, to learn to work co-operatively together, demonstrate a competitive spirit and work with adults in a positive manner.