



Policy Title:	SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY INCLUDING FUNDAMENTAL BRITISH VALUES (FBV)	
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Aims

The Spiritual, Moral, Social and Cultural (SMSC) development of pupils at Duke of Kent School is at the heart of the School's commitment to enable all pupils to develop self-confidence and self-esteem to realise their full-potential. This policy outlines the contribution that SMSC makes to a Duke of Kent School pupil's wellbeing and their physical, academic and creative needs within our community. SMSC plays an important role in developing our pupils as confident, independent minded young people. Our role is to enable every child to become confident pupils who will leave Duke of Kent School with the ability to question, the confidence to lead and the skills to deal with the choices that they will face in the future.

Our SMSC provision gives every pupil the opportunity to grow and develop as individuals and as members of the wider community, so that they may have the confidence to make a positive contribution to the world in which they live.

Our SMSC provision enables pupils to have the knowledge, understanding, skills and confidence to live healthy, safe, and responsible lives. It encourages pupils to think for themselves, to make their own decisions and to reflect on the decisions of others. This underpins all aspects of the learning environment and it is at the heart of the School's aims to provide every child with the highest quality educational framework and the opportunities to realise his or her potential, in a happy friendly family environment.

Duke of Kent School takes serious responsibility to actively promote the values identified by the Department for Education as 'Fundamental British values':

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Our curriculum, and our programme of activities beyond the classroom, includes in-depth provision for

knowledge and understanding of all these values. Where pupils have a personal or family heritage other than that of the United Kingdom, this is recognized as a welcome aspect of our diversity. It is made clear to all pupils that the United Kingdom has no monopoly on these values.

How are the aspects of SMSC developed?

Since SMSC development is integrated in all aspects of School life, it is impossible to be comprehensive in assessing its scope but the following areas provide a guide to indicate SMSC development:

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development

Our aim is to help pupils develop

- a sense that they belong to a universe that is bigger than themselves and their immediate concerns.
- an awareness of the past
- a sense of optimism, or at least equanimity, about the future
- an ability to trust

Provision for Spiritual Development

a) within the Curriculum, departments should seek ways to encourage pupils to

- use their imagination in solving problems and empathising with others;
- develop a spirit of enquiry and open-mindedness;
- feel comfortable with discussions about the the holy or the sacred;
- develop an awareness of order and pattern in the world;

b) beyond the formal curriculum, the School will:

- encourage pupil in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- treat pupils, staff and governors with respect, regardless of personal feelings;
- provide opportunities for pupils to contribute to assemblies and collective acts of worship such as Carol Service or Easter Service

MORAL DEVELOPMENT

Aims for Moral Development

Our aim is to help pupils

- distinguish between right and wrong
- respect the law
- understand the principles lying behind decisions and actions
- be able to take moral decisions for themselves, and not be swayed by peer
- pressure

Therefore, we want them at all times to

- tell the truth
- respect the rights and property of others
- fulfil commitments, readily
- help those less fortunate than themselves

- act considerately towards others
- take responsibility for their own actions
- exercise self-discipline

Provision for Moral Development

a) within the Curriculum

- in lessons such as RS, PSHE, English, History and others, moral questions will be discussed whenever appropriate.
- pupils will be encouraged to reflect upon and develop a personal view on ethical questions raised in science, information technology and other areas.

b) beyond the formal curriculum

- through the School rules and other formal ways, the School will make clear the moral ethos.
- through informal discussions in classes and in forms, moral questions will be discussed whenever appropriate, particularly in any discussion related to disciplinary action so that pupils understand the School's moral framework.
- Those who lead assemblies will on regular occasions use their assemblies to raise and address moral questions.

SOCIAL DEVELOPMENT

Aims for Social Development

We seek to create an environment in which pupils feel ready, willing and able to:

- relate positively to others
- participate fully and take responsibility in the classroom and in the School
- use appropriate behaviour, according to situations
- engage successfully in partnership with others and work as part of a group
- exercise personal responsibility and initiative

Provision for Social Development

a) within the curriculum

- all lessons pupils must be taught and encouraged to listen to and respect the viewpoints and ideas of others
- good behaviour is praised positively and rewarded publicly

b) beyond the formal curriculum

- in form groups, games and activities, pupils must be taught and shown how to work together in groups, and to be inclusive and supportive of others
- through the School Council to enable pupils of all ages to participate in the running of the School
- through the relationships between staff and pupils foster a respect for the individual, as long as their actions do not undermine the community as a whole

CULTURAL DEVELOPMENT

Aims for Cultural Development

Our aim is to help pupils to:

- develop a sense of belonging to their own culture and be proud of their cultural background and able to share information about this with others
- respond to cultural events
- share different cultural experiences
- respect different cultural traditions

Provision for Cultural Development

Within the curriculum

- a) acquiring an understanding of the contribution of British thinkers to the subject being discussed where relevant
- b) acquiring an understanding of the importance of the work done by people from other cultures in bringing us to our current understanding of the subject being discussed
- c) study of other cultures and their forms of cultural expression
- d) opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- e) teach pupils about the main public institutions within the UK and their relationship with the institutions in the wider world

b) beyond the formal curriculum

- the School will provide opportunities for all pupils to attend musical, art and theatrical events
- the opportunity will be provided for pupils to take part in a wide variety of cultural events including opera, theatre, choral singing, book clubs, poetry readings
- lectures will provide access to cultural topics
- expeditions and tours and foreign exchanges will give pupils sometimes profound experiences of other cultures
- charity links will enable pupils to think beyond their own culture and share the aspirations of people in a variety of different cultures

Note there is an SMSC information board at the top of the Link.

How do we ensure that Fundamental British Values are actively promoted?

Through our **Aims, Ethos and School Values**: we set out clearly what kind of a community we are and aspire to be:

“We prepare our pupils to play a positive role in their adult lives, as independent learners and thinkers, and to be responsible members of the local and global community.

We expect all members of the community to exercise tolerance, kindness, respect and empathy. We value diversity and pursue equal opportunities for all.”

Our School Values of Honesty, Kindness, Effort, Respect, Responsibility which are embedded within the School clearly incorporate many aspects of Fundamental British Values.

Through our **School Code**: this sets out our expectations for behaviour and makes clear that self-regulation is a key priority for all members of the community. The School Code is supported by a **system of sanctions and rewards** designed to celebrate effort and kindness and to encourage pupils to

- distinguish right from wrong
- show initiative
- respect themselves
- respect each other
- accept responsibility for their behaviour
- tolerate difference

We want our pupils to be independent thinkers and do not expect them to follow authority unquestioningly. Rather, we want them to engage with the reasoning behind the rules we expect them to follow: where pupils want to see change, we aim to teach them how to bring about that change in responsible and constructive ways, for example, through discussion with the Leadership Team and their elected pupil representation on the School Council.

Through our **Policies**: our **Equality and Diversity Policy** and **Anti-bullying Policy** set out our commitment to achieving equality and respect for all members of our community and pay particular attention to the protected characteristics.

Responsibility positions (Prefects, House Captains, Sport Captains and Charity, Council and Sustainability Committees) give pupils the opportunity to explore the challenges of leadership and to develop self-knowledge.

Through our **Local and International Links**: pupils learn how they can contribute positively to the lives of those living and working in the locality in which the School is situated and to society more widely; a significant proportion of our pupils are involved in activities in their local communities on a weekly basis. Our annual Community Week showcases students' involvement in, as examples, local care homes and park/country areas requiring conservation and renovation work.

Through our **School Council and opportunities for Pupil Voice**: all pupils experience democracy in action and see the changes to School life that their representatives make on their behalf; they also have their views consulted and organise events, e.g.

- an Anti-bullying Survey or Food Survey
- contributing to the School development planning
- Sustainability Committee
- e-safety Committee
- Charity Committee
- Contribution to the choice of our 5 School values
- Uniform considerations

Through providing pupils with **opportunities to develop their self-knowledge, self-esteem and self-confidence**, e.g.

- Forest School
- Creative Curriculum
- Duke of Edinburgh Award Scheme (Bronze and Silver)
- Sport and House leadership
- Prefects and Heads of School

- Reward and Recognition Schemes

Through a **planned programme of visits, assemblies and visiting speakers**, pupils acquire an appreciation of and respect for their own and other cultures and a broad general knowledge of, and respect for, public institutions and services in England, e.g.

- visiting the Houses of Parliament
- November Remembrance
- participating in curriculum links with other Schools as available and appropriate
- participating in an assembly dedicated to writers from the United Kingdom
- cultural visits
- British Values assemblies organised by the SMSC Coordinator explaining the terms and making them relevant to students.
- A British Values display board.

Through our **curriculum**: many issues and topics provide important opportunities for teachers to explore these values, for example:

- study of world religions, focus on Human Rights and discussion of ethical issues in RS
- exploring ideas connected with discrimination in a literature study of 'To Kill a Mockingbird'
- learning about the development of the Magna Carta or of parliamentary democracy in History
- studying and composing African folk music

Through **staff training** and professional development opportunities, e.g. British Council Connecting Classrooms, Holocaust Education Trust, Forest School training, SMSC (Spiritual Moral Social Cultural) training.

What knowledge and understanding does our active promotion of 'Fundamental British Values' result in for our pupils?

Some of the identified values are inculcated gradually through pupils' experiences and opportunities during their School career. Knowledge required to support other values is taught directly. As in all areas of School life, we aim to ensure that teaching and learning is age-appropriate and builds on prior learning. By the time our pupils leave us in Year 11, they can expect to have acquired:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- 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 hold other faiths and beliefs is protected in law;
- An acceptance that 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;
- An understanding of the importance of identifying and combatting discrimination.

How do we monitor our performance in this area?

To monitor SMSC (Spiritual, Moral, Social, and Cultural) development and FBV (Fundamental British Values) effectively across the school, a whole-school tracking framework that captures both explicit classroom learning and holistic school culture is required.

Each term the SMSC/FBV Co-ordinator conducts a survey across the School which requires staff and form tutors to provide examples of how their teaching and experiences (including, for example, within well-being) reflects SMSC/FBV values. Responses are garnered and monitored on a permanent spreadsheet linked to all associated staff. The Co-ordinator is directly supported by HoDs in this task. The Co-ordinator shares techniques and examples with staff at staff briefings. This may include, as examples, evidence of cultural explanation or moral arguments contained within workbooks/practical work/Google Classroom.

The Co-ordinator also familiarises them self with issues raised via the Student Council and Pupil Voice whereby students share particular interests and concerns with senior staff. Related information is also recorded and shared digitally.

The Co-ordinator monitors behaviours via the reward/sanction system of Debits/Merits and, in particular, Commendations, to also help document associated positive evidence of SMSC/FBV progress.

The Co-ordinator applies them self weekly to amend and monitor the aforementioned survey and engages specific staff appropriately in respect of a given events such as World Book Day, Mental Health week or Sports Day to provide relevant progress of SMSC/FBV activities.