

Kings Spiritual, Moral, Social and Cultural (SMSC) Development Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
VICE/DEPUTY PRINCIPAL & DIRECTORS OF STUDIES	DIRECTOR OF COLLEGE SERVICES	NIGEL PAMPLIN

We believe this policy relates to the following legislation:

- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Equalities Act 2010](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)

The following documentation is also related to this policy:

- [SMSC requirements for independent schools](#)
- [Promoting fundamental British values through SMSC](#)
- [The Prevent Duty \(DfE\)](#)
- [Citizenship and Belonging: What is Britishness? \(Commission for Racial Equality\)](#)
- [Prevent Strategy 2011](#)

We have an obligation under section 5 of the Education (Independent School Standards) Regulations 2014 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, social and cultural development of pupils.

We consider the young people's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our students an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos 'The Aims of the College', the climate of the school, all curriculum areas, the school behaviour and discipline policy, extra-curricular activities and school run events and initiatives.

We acknowledge the DfE guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs although these values are not actually unique to Britain alone.

We have a duty to actively promote and embed these values and to challenge students, school personnel or parents/ guardians /fee payers who express extremist views contrary to fundamental British values. We want to ensure students are prepared for life in modern Britain and the global community by the active promotion of and respect of British values, democracy and an understanding of the world around them.

All school personnel are reminded to maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

We work hard to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil law and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

Aims

- To encourage students to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

Responsibility for the Policy and Procedure

Role of the Board of Directors

The Board of Directors has:

- appointed a member of staff to be responsible for coordinating and promoting spiritual, moral, social and cultural development throughout;
- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/ guardians /fee payers;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated the Director of College Services to visit the school regularly, to liaise with the Principal and the coordinator and to report back to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure all school personnel, students and parents/ guardians /fee payers are aware of and comply with this policy;
- work closely with the Director of College Services and coordinator;
- ensure an SMSC committee is formed and meets regularly to review and improve SMSC provision;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- ensure guidance, support and training is made available to all staff where necessary;
- annually report to the Board of Directors on the success and development of this policy



Role of the Director of College Services

The Director of College Services will:

- work closely with the Principal;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy where necessary;
- annually report to the Board of Directors on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Principal and the Director of College Services;
- set up and chair the SMSC committee (detailed below) and ensure it meets regularly to review and improve SMSC provision across the school;
- make effective use of relevant research and information regarding SMSC;
- consult with the Student Forum/Council in respect of SMSC initiatives;
- ensure that SMSC is embedded across the whole curriculum and ethos of the school;
- ensure the promotion of fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs
- provide guidance and support to all staff;
- provide training for all staff on induction and/or when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the development and implementation of this policy;
- annually report to the Board of Directors on the success and development of this policy

Role of the SMSC Committee

The SMSC Committee will include:

- The Vice Principal (where one is in place)
- Course Directors/ Directors of Studies
- Welfare Officer
- Enrichment Coordinator
- Social Programme/ Extra-Curricular Coordinator(s)

and from time to time – when required:

- Residential accommodation department
- Subject coordinators
- Individual course coordinators

The SMSC Committee will:

- Meet at least every term;
- assist the coordinator in leading the development of this policy throughout the school;
- work closely with the coordinator to devise plans for implementation of SMSC strategies throughout the school;
- ensure the promotion of fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- Work with the Student Council/Forum on the development of this policy;
- assist in the training and induction of other staff members;

Spiritual Development

We see spiritual development as the way young people acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help young people make sense of these questions through the curriculum, the school ethos and climate.

We see spiritual development as an important element of a child's education and fundamental to other areas of learning.



We aim to provide learning opportunities that will enable students to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

We believe that students' moral development involves:

- students acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- students reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- students developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable students to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline

Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable students to:

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand social justice and a concern for the disadvantaged

Cultural Development

We believe students' cultural development involves students acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our students to acquire:

- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences

We want our students to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable students to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;



- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow students to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on SMSC;
- report any concerns they have on any aspect of the school community

Role of Students

Students will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by teachers;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the 'Aims of the College' and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Guardians/Fee payers/Carers

Parents/guardians/fee payers/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Student Handbook
- the school website
- staff induction and training
- school events
- meetings with school personnel
- reports such Principal reports to the Board of Directors
- information displays around the school



Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction about Kings policies and procedures
- receive periodic training so that they are kept up to date with new information

Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Forum/ Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.

A separate policy exists for student consultation which explains these processes in more detail.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Health and Safety Officer, the Principal and the Director of Operations.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

- Kings Anti-Bullying Policy
- Kings Behaviour and Discipline Policy
- Kings Community Cohesion Policy
- Kings Curriculum Policy
- Kings Equality Policy
- Kings Extra-Curricular, Enrichment and Participation Policy
- Kings PSHE and Citizenship Policy
- Kings Religious Worship Policy
- Kings Sex and Relationships Education Policy
- Kings Student Consultation Policy



Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/carers	Directors	School Visitors	Wider School Community				
		✓	✓	✓	✓	✓	✓				
Question		Protected Characteristics						Conclusion			
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'		
	YES									Yes	No
	NO	✓	✓	✓	✓	✓	✓	✓			✓
	UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'		
	YES	✓	✓	✓	✓	✓	✓	✓		Yes	No
	NO										✓
	UNSURE										
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.										



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	




Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

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Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:		Date:	
Name of School:			
Next Review Date:			

