



## Kingsdown School

# Spiritual, Moral, Social and Cultural (SMSC) Policy

### **Rationale**

Students are supported in their academic achievement by teaching and learning that takes place and the pastoral support that aids this. In addition we feel at Kingsdown that students should be encouraged to develop spiritually, morally, socially and culturally (SMSC) through the provision of positive experiences, planned opportunities in the curriculum and through interactions with school staff, other adults and members of the local community.

This policy has been developed in response to national guidance and clearly sets out how SMSC development, British Values and the Prevent Strategy are linked and delivered to our students.

### **SMSC Values**

#### Social

Social development is about young people working effectively with each other and participating 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. Social development includes understanding people as well as understanding society's institutions, the roles and responsibilities of a citizen, parent/carer and worker in a community. In addition social development incorporates the skills needed to form successful relationships. Developing these skills will equip students to flourish in a work setting and integrate as a community member.

#### Cultural

Cultural development is about students understanding of their own culture and other cultures in their town, region and the country as a whole. It is about understanding cultures represented across the world and developing respect for these. Having an understanding of these will equip students to reflect on cultural developments around the world, adapt to changing cultures and ultimately value cultural diversity and prevent racism.

#### Spiritual

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form after we die. It is about developing a sense of identity, self-worth, insight and purpose and ultimately character and personality.

## Moral

Moral development is about building moral values which regulate their own behaviour. It is also about understanding societies shared and agreed values and in addition, British Values. Moral development will enable students to have an opinion about the actions of others and understand different views.

### **British Values**

The Government set out its definition of British values in the 2011 Prevent Strategy. The five key values are as follows:

- Rules of Law
- Individual Liberty
- Democracy
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Key personal values are delivered through our SMSC education. The British values are taught within these rather than in isolation however students are encouraged to be able to recall the British values and give explanations of how these are or have been key in their daily lives.

### **The Prevent Duty**

The Prevent duty is the duty in the Counter Terrorism and Security Act 2015 on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. It is intended to help schools ensure they protect children from the risk of radicalisation. The strategies that develop students cultural understanding discussed within this policy enhance the safeguarding policy at Kingsdown School which also works to protect students from radicalisation.

As a school we will build students resilience to radicalisation through the teaching of SMSC and promoting fundamental British values. Developing a cultural, social and moral understanding will enable students to challenge extremist views. SMSC education will provide opportunities for students to explore sensitive or controversial issues and equip students with the skills to manage difficult situations, risk and their own personal safety.

### **Delivery of SMSC**

In order to deliver SMSC values, incorporating Prevent and British values, the following methods are used:

#### Themed SMSC days

Themed days take place on six occasions throughout the year for all year groups. These days incorporate the SMSC themes through the activities that take place. The themes are as follows:

- Business and Enterprise
- Citizenship
- Self Image and Others
- Careers
- Health

- Personal Finance

Every year group takes part in each of these themed days each year throughout their time at Kingsdown School. Staff are trained to deliver the material on each occasion and the work covered for each year group progresses in its challenge in order to ensure students deepen their understanding and appreciation of the world around them. Key aspects of Prevent and British values are covered through these days.

### Assembly Themes

Assemblies are delivered each week to students either by the Year Leader or a member of SLT on a rotational basis. Assembly themes cover the six SMSC day themes as above in order to ensure students revisit key values throughout the year. See Curriculum Policy for a statement regarding Collective Worship.

### Tutor Time

Tutor time activities include assembly, the Student Learning Profile (SLP), literacy and numeracy skills and silent reading each week. There are parts of the SLP for each year group that cover the SMSC values themes and on several occasions throughout the year students are requested to take part in an activity that revisits key areas. For example a tutor time slot for each year group focuses on radicalisation.

### Curriculum

All teaching staff are required to cover SMSC themes within their teaching. Covering British Values is especially encouraged. The lesson plan proforma raises teachers attention to this and observations monitor the values covered. A full curriculum map of the British values covered is available. Please see appendix A.

The SEND Department will differentiate resources appropriately where necessary.

### School Environment

Students are encouraged by all staff to respect others and exhibit behaviour that shows an understanding of fundamental British values. In addition the school environment reinforces values to students through the displays (which incorporate SMSC themes in each faculty), boards in the Hall at lunch time which show material pertinent to SMSC understanding and specific British values displays in the entrance to the school. Student Voice is key in both monitoring and providing opportunities for enhancing key values, for example democracy and charitable fundraising activities.

### Visitors to School

Visitors from key professions that will enhance students understanding of the British values are invited into school on a regular basis, for example representatives from the Police, to deliver key messages to students. Other adults who will stretch students' aspirations, for example representatives from different professions to deliver material on careers, engineers, personal finance experts, members of the community and those from local businesses will continue to take part in events, both during SMSC days and at other times. These speakers will be used to enhance students understanding of the key values.

## Staff Responsibility

It is the responsibility of:

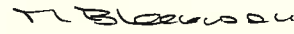
- All staff to ensure students are behaving in a way around school that reflect an understanding of SMSC values
- Teaching staff to ensure SMSC themes are incorporated within their lessons
- Specific faculty staff assigned to notice boards to ensure some boards reflect SMSC themes within their faculty
- Faculty Leaders/DoL/SLT to ensure teaching staff are incorporating SMSC values within their teaching
- The SMSC coordinator to ensure staff are delivering SMSC values in the SMSC themed days in an appropriate manner through the MER cycle
- The SMSC coordinator to ensure the strategies stated within this policy are followed in order to provide every opportunity to enhance Kingsdown students understanding of key values.

Signed :



W Conaghan  
Headteacher

Signed :



M Blackwell  
Chair of Governors

Date :

10<sup>th</sup> July 2017

Date :

10<sup>th</sup> July 2017

## Appendix A – British Values Overview

All lessons are expected to contain links to values however the following table shows the key areas where the values are covered in depth. Many cross over.

Year	Democracy	Law	Liberty	Respect/tolerance
7	<ul style="list-style-type: none"> <li>Origins of parliament – History</li> <li>SMSC day Citizenship</li> <li>Contributing positively to social media – ICT</li> <li>Textiles – suffragettes in textiles</li> <li>DT 6Rs – how products are made – fair trade – refusing to buy products, rethinking whether products and energy and materials are needed.</li> <li>Social impact of using CAM machines – how it affects job prospects and labour costs within industry</li> </ul>	<ul style="list-style-type: none"> <li>SMSC day Citizenship</li> <li>History – Magna Carta</li> <li>Animal rights – MFL</li> <li>Crime and Punishment – History</li> <li>Cyberbullying – ICT</li> <li>Variation and Interaction – Science</li> <li>BSI and CE standards in safety with regard to electrical equipment and standards of products sold in UK and Europe – DT</li> <li>Food hygiene laws and labelling of food packaging, packing laws in Graphis in all KS – DT</li> </ul>	<ul style="list-style-type: none"> <li>Free Play – English</li> <li>Downloading – ICT</li> <li>Contributing positively to social media – ICT</li> <li>SMSC day self image and others</li> <li>SMSC day Citizenship</li> <li>Designing products that stereotype different sexes and roles – DT</li> </ul>	<ul style="list-style-type: none"> <li>Free Play – English</li> <li>Pentatonic Unit – Respect for other cultures. Music instruments of the Orchestra – the welfare of animals – Music</li> <li>Cirque de Freak – English</li> <li>Environment topics – Humanities. Coastal defences and weather</li> <li>Private Peaceful – English</li> <li>Online 'netiquette' – ICT</li> <li>Being a respectful digital citizen – ICT</li> <li>Contributing positively to social media – ICT</li> <li>Variation and interaction – Science</li> <li>Sexual education – Science</li> <li>Responsible gaming – ICT</li> <li>Vegatarism, animal rights – P&amp;E</li> <li>Women in Buddhism – P&amp;E</li> <li>Global citizenship – MFL</li> </ul>

	<b>Democracy</b>	<b>Law</b>	<b>Liberty</b>	<b>Respect/tolerance</b>
8	<ul style="list-style-type: none"> <li>• Oliver Cromwell – History</li> <li>• Role of parliament and constitutional Monarchy in GB – History</li> <li>• French Revolution – MFL</li> <li>• Contributing positively to social media – ICT</li> <li>• Fair Trade – P&amp;E</li> <li>• The Caste System – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>• Role of parliament and constitutional rights – History</li> <li>• Ghandi – Humanities</li> <li>• Hackers – ICT</li> <li>• Flooding Management – Geography</li> <li>• Data Protection – ICT</li> <li>• Computer Misuse Act – ICT</li> <li>• British Rule in India – P&amp;E</li> <li>• Poverty – P&amp;E</li> <li>• ID theft – ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Role of parliament and constitutional rights – History</li> <li>• Ghandi – Humanities</li> <li>• French Revolution – MFL</li> <li>• Contributing positively to social media – ICT</li> <li>• SMSC day self image and others</li> <li>• Apartheid Laws – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>• Ghandi – Humanities</li> <li>• Boy in striped pyjamas – English</li> <li>• Online 'netiquette' – ICT</li> <li>• Being a respectful digital citizen – ICT</li> <li>• Contributing positively to social media – ICT</li> <li>• SMSC day self image and others</li> <li>• Environmental Chemistry – Science</li> <li>• Tourism, rights and responsibilities of tourism – Geography</li> <li>• Fair trade and helping those in poverty – P&amp;E</li> <li>• Global citizenship – MFL</li> <li>• Reggae – colonialism, religions, cultures, poverty, drugs - Music</li> <li>• Pop Music – cultures, race relations - Music</li> <li>• Blues – cultures, colonialism, slavery - Music</li> </ul>



	<b>Democracy</b>	<b>Law</b>	<b>Liberty</b>	<b>Respect/tolerance</b>
9	<ul style="list-style-type: none"> <li>• Conflict SOW – RE</li> <li>• Blood brothers (class systems) – English</li> <li>• Benefits – English</li> <li>• Post War Germany and German democracy – MFL</li> <li>• Womens Sufferance – History</li> <li>• SMSC day Citizenship</li> <li>• Contributing positively to social media – ICT</li> <li>• Political ideologies – History</li> <li>• Aung San Suu Kyi – P&amp;E</li> <li>• Rosa Parks – P&amp;E</li> <li>• Genocide – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict SOW – RE</li> <li>• Rights and responsibilities – MFL</li> <li>• Mice and Men – English</li> <li>• MLK and civil rights – Humanities</li> <li>• Downloading – ICT</li> <li>• Cryptography/Encryption – ICT</li> <li>• Genetics – Science</li> <li>• Oceans – Geography</li> <li>• Recycling – ICT</li> <li>• E-waste – Computer Science/ICT</li> <li>• The final solution – P&amp;E</li> <li>• Environmental considerations – Computer Science/ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict SOW – RE</li> <li>• Rights and responsibilities – MFL</li> <li>• SMSC day self image and others</li> <li>• Post War Germany – MFL</li> <li>• MLK and civil rights – RE</li> <li>• Holocaust – Humanities</li> <li>• Contributing positively to social media – ICT</li> <li>• Downloading – ICT</li> <li>• Genetics – Science</li> <li>• Dharam Yadh (Sikh Just war) – P&amp;E</li> <li>• Child Soldiers – P&amp;E</li> <li>• Nazi hunters – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>• Conflicts SOW – RE</li> <li>• Benefits – English</li> <li>• Rights and responsibilities – MFL</li> <li>• MLK and civil rights – Humanities</li> <li>• Fair trade/ethical materials – DT</li> <li>• Being a respectful digital citizen – ICT</li> <li>• Fair trade/ethical materials – DT</li> <li>• Colour culture – the meanings in different cultures of different colours (eg white in South America means death, but in European cultures it stands for purity and peace) – DT</li> <li>• Anti Semitism – P&amp;E</li> <li>• The KKK – P&amp;E</li> <li>• Use of non religious and cultural symbols in designing logos in all DT</li> <li>• Global citizenship – MFL</li> <li>• Egg box basing designing on cultural celebrations – DT</li> <li>• Multicultural foods – DT</li> <li>• Street food project – DT</li> <li>• SMSC day Citizenship (prevent)</li> </ul>

				<ul style="list-style-type: none"> <li>• Online 'netiquette' – ICT</li> <li>• Contributing positively to social media – ICT</li> <li>• SMSC day self image and others</li> <li>• Working together – MEC rotation</li> <li>• Genetics – Science</li> <li>• Oceans/Decision making activities – Geography</li> </ul>
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	<b>Democracy</b>	<b>Law</b>	<b>Liberty</b>	<b>Respect/tolerance</b>
10	<ul style="list-style-type: none"> <li>Inspector calls – right to vote – English</li> <li>Class system – English</li> <li>SMSC day Citizenship</li> <li>Contributing positively to social media – ICT</li> <li>Great reform act 1867; male suffrage – Humanities</li> <li>Terrorism – P&amp;E</li> <li>Helping people in poverty – P&amp;E</li> <li>Human rights – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>Equal Marriage inc LGBT – MFL</li> <li>Working hours – MFL</li> <li>Abortion laws – Humanities</li> <li>Laws relating to internet use – ICT</li> <li>Neglect and the law – HSC</li> <li>Sex and relationships – MEC rotation</li> <li>Population – One Child</li> <li>Policy – Geography</li> <li>Abortion Laws – P&amp;E</li> <li>Euthanasia – P&amp;E</li> <li>Homosexual relationships – P&amp;E</li> <li>Sex outside of marriage – P&amp;E</li> <li>Marriage/divorce – P&amp;E</li> <li>Holy war – P&amp;E</li> <li>Nuclear weapons – P&amp;E</li> <li>Breaking the law – P&amp;E</li> <li>Treatment of criminals – P&amp;E</li> <li>Death penalty – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>Working hours – MFL</li> <li>Downloading – ICT</li> <li>Contributing positively to social media – ICT</li> <li>SMSC day self image and others</li> <li>Neglect and the law – HSC</li> <li>Sex and relationships – MEC rotation</li> <li>Prejudice and discrimination – P&amp;E</li> <li>Gender discrimination – P&amp;E</li> <li>Terrorism – P&amp;E</li> <li>Victims of war – P&amp;E</li> <li>Violent protests – P&amp;E</li> <li>Social justice – P&amp;E</li> <li>Human rights act – P&amp;E</li> <li>Freedom of religion and religious expression – P&amp;E</li> <li>Charities – P&amp;E</li> <li>Exploitation of the poor – P&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>Equal Marriage inc LGBT – MFL</li> <li>Differences between cultures – MFL</li> <li>Global citizenship – MFL</li> <li>World Music, valuing other cultures – Music</li> <li>Interfaith dialogue – Humanities</li> <li>Abortion Laws – Humanities</li> <li>Fair trade/ethical materials – DT</li> <li>Online 'netiquette' – ICT</li> <li>Being a respectful digital citizen – ICT</li> <li>FGM – MEC rotation</li> <li>Relationships – MEC rotation</li> <li>Contributing positively to social media – ICT</li> <li>SMSC day self image and others</li> <li>Neglect and the law – HSC</li> <li>HSC – growth and development</li> <li>Local beliefs – including FGM – MEC rotation</li> <li>Coastal Management – Geography</li> <li>Tourism – Geography</li> <li>Population – Geography</li> </ul>

				<ul style="list-style-type: none"> <li>• Stewardship – P&amp;E</li> <li>• Animal rights – P&amp;E</li> <li>• The Nature of God – P&amp;E</li> <li>• Homosexual relationships – P&amp;E</li> <li>• Hate crimes – P&amp;E</li> <li>• Divorce – P&amp;E</li> <li>• The role of the family – P&amp;E</li> <li>• Educating children in a faith – P&amp;E</li> <li>• Terrorism – P&amp;E</li> <li>• Pacifism – P&amp;E</li> <li>• Holy war – P&amp;E</li> <li>• Good and evil actions – P&amp;E</li> <li>• Indepth study of Hinduism, beliefs and practices – P&amp;E</li> </ul>
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	<b>Democracy</b>	<b>Law</b>	<b>Liberty</b>	<b>Respect/tolerance</b>
11	<ul style="list-style-type: none"> <li>Inspector calls – right to vote – English</li> <li>Contributing positively to social media – ICT</li> <li>Electoral systems and types of rule – History</li> <li>Online voting systems/vote apathy – ICT</li> </ul>	<ul style="list-style-type: none"> <li>Mice and Men – English</li> <li>Equal Marriage inc LGBT – MFL</li> <li>Laws relating to internet use – ICT</li> <li>Genetics - B3 – Science</li> </ul>	<ul style="list-style-type: none"> <li>Downloading – ICT</li> <li>Contributing positively to social media – ICT</li> <li>SMSC day self image and others</li> <li>Genetics – B3 - Science</li> </ul>	<ul style="list-style-type: none"> <li>Equal Marriage inc LGBT – MFL</li> <li>Supporting the community – MFL</li> <li>Global citizenship – MFL</li> <li>Environment and social issues - MFL</li> <li>Fair trade/ethical materials – DT</li> <li>Online 'netiquette' – ICT</li> <li>Being a respectful digital citizen – ICT</li> <li>Contributing positively to social media – ICT</li> <li>SMSC day self image and others</li> <li>HSC – growth and development</li> <li>Genetics – B3 – Science</li> <li>Jazz, gospel, blues, hip hop – black culture, tolerance and respect – Music</li> </ul>

Maths – In mathematics lessons real data is used on controversial topics such as global warming and exploitation of the developing world in order to make profits throughout the years. Students are taught to think about their mathematical responses from a moral standpoint as well as a purely numerical view. We actively promote the fundamental British values of democracy through group presentations in maths with a democratic voting system, use of group roles and voting whilst working on cooperative tasks.

**Prevent – covered in all years through:**

- Tutor Activities ('Badman' resources)
- Whole School Assembly
- Year 7 have had a specific tutor task also
- Years 8, 9 and 10 are watching 'Saltmine' radicalisation/extremism performance at the end of the year
- Year 9 covers in depth in SMSC work, RE also covers the related topics in Year 9

**PE**

<b>Democracy</b>	<b>Law</b>	<b>Liberty</b>	<b>Respect/tolerance</b>
<ul style="list-style-type: none"> <li>• Working in a team (not always friends)</li> <li>• Sharing responsibilities</li> <li>• Co-operation</li> <li>• Different roles (coaching, officiating – leadership)</li> </ul>	<ul style="list-style-type: none"> <li>• Following the rules of particular sport</li> <li>• Sportsmanship/etiquette</li> <li>• Actions have consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing/listening to ideas</li> <li>• Praise burger (gymnastics)</li> <li>• Extra-curricular activities</li> <li>• Socio-cultural and economic differences</li> <li>• History of sport</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with winning/losing</li> <li>• Captains</li> <li>• Etiquette</li> <li>• Fixtures</li> <li>• Resolve conflicts</li> <li>• Resilience</li> <li>• Mutual respect</li> <li>• Working in a team (not always friends)</li> <li>• Self-esteem is built through performance and peer encouragement</li> <li>• House competitions</li> <li>• Whole school opportunities (Dodgeball/Sports Day/Sport Relief)</li> </ul>