



# KINGSDOWN SCHOOL

## SMSC Policy

<b>Last reviewed on:</b>	January 2026
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# **1. Introduction**

## **1.1 Rationale**

At Kingsdown, the students and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of students and does not discriminate against any protected characteristics.

Through this policy, we will help students to develop an inner discipline and encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our students is cross-curricular and not limited to specific SMSC lessons.

### **Aims**

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each student is valued as an individual and can develop towards their full potential.
- Provide for each student a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each student within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage students to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

## **1.2 Legislation and guidance**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

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

This policy operates in conjunction with the following school policy:

- Child Protection Policy
- Online Safety
- Behavioural Policy
- Collective Worship Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

## **2. Guiding Principles**

### **Spiritual development**

The spiritual development of students is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their 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 imagination and creativity in their learning.
- Willingness to reflect on their experiences.

### **Moral development**

The moral development of students is shown by the:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 their ability to understand and appreciate the viewpoints of others on these issues.

### **Social development**

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including quality of relationships, working and socialising with students and staff from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Extra curricular opportunities on offer.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance 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. The students should also develop and

demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

## **Cultural development**

The cultural development of students is shown by their:

- 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 within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- 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, sporting and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

## **Collective Worship**

The aim of collective worship is to provide the opportunity for students to:

- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered
- reaffirm school values of the BEATs (Pride, Ambition, stretch, challenge, respect and responsibility) and our school virtues. (Gratitude, connection, courage, resilience, kindness, being trustworthy)
- encourage reflection and responses to fundamental questions in life
- support SMSC

### **School Aims for Collective Worship/Rationale**

To be meaningful for students, collective worship enables them to reflect on:

- what it means to be a human being
- questions of meaning, purpose and value
- the best that human beings can be - inspirational, exemplars (people of faith or not) who have demonstrated through their actions, lives and qualities. Examples will come from religious and non-religious sources
- personal beliefs and values

The collective worship that we deliver will recognise and value the cultural, linguistic and religious diversity of our students and will be conducted within our Equal Opportunities Policy and will be embedded throughout the ethos and teaching methods of the School.

### **Implementation**

Collective worship, whether in assembly, tutor time or in lessons:

- be acceptable to the whole community, staff and students
- include a variety of elements at different times
- involve the students

### **Statutory Duty of the School**

All schools provide daily collective worship and reflection for registered students (apart from those who have been **withdrawn by their parents**). This is usually provided within tutor sessions and weekly assemblies.

The headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be “wholly or mainly of a broadly Christian character”.

The precise nature will depend on the family background, ages and abilities of the students. However, if it is inappropriate for some or all of the students to take part in Christian collective worship, the headteacher may apply to the local Safeguarding Advisory Council or Religious Education (SACRE) for a determination to have this requirement lifted.

Disclaimer : 1988 Educational Reform Act - “all students shall take part in an act of (daily) Collective Worship.” We aim to honor the spirit of the legislation but it is difficult in practice. We aim to provide high quality acts of worship as is practically possible.

## **3. A whole school, cross-curricular approach**

At Kingsdown development in SMSC takes place in and out of lessons and across all areas of the curriculum supported by a Rights Respecting Schools framework.

SMSC has particularly strong links in tutor, assembly and Personal Development lessons.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible, with specific drop down sessions to focus on these areas.

In order to develop a strong sense of identity in our students, we use classroom discussion and specific interventions to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

We use the following methods to help students develop an understanding of how they can influence decision-making through the democratic process:

- Electing a Senior Student, year and school council.
- Sitting on the year and school councils.
- Being involved in tutor conversations.
- Hearing students' voice
- Writing balanced arguments in English, RE, History and Geography lessons
- Providing students with opportunities to take part in debates and public speaking activities.
- Teaching students about the development of democracy.

We use the following methods to help students develop an understanding of the rule of law:

- Citizenship lessons as part of the PD curriculum.
- Rights respecting education
- Setting high expectations for attendance, punctuality and behaviour
- Setting classroom and school rules.
- Teaching students about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching students about the roles of all those who help us, including staff members, emergency services, friends and family
- Teaching students about the role of the monarchy and of previous monarchies
- Providing students with opportunities to celebrate the lives of people who have influenced the course of history
- Encouraging students to behave appropriately at mealtimes.

We use the following methods to help students develop an understanding of different faiths and beliefs:

- Exploring morals and values through lessons, stories and assemblies
- Celebrating differences and similarities through highlighting cultural events, including drop down mornings.
- Understanding of the rights all of us hold though our rights respecting education
- RS lessons

Additional practical activities to encourage students' SMSC development include:

- Working together in different groupings and situations.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

Teachers will help students' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
- Using tutor times to explore important aspects of both British heritage and other cultures, e.g. festival days, Remembrance Day and global events.

#### **4. Promoting fundamental British values**

We will take the following actions to promote fundamental British values

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teach students about their rights, model these rights in action and explore rights for others.
- Teaching students a broad and balanced international history.
- Representing the cultures of all our students within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all students have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, election of Senior Student and tutor representatives.
- Provide students with the opportunity to learn how to argue and defend points of view.



- Using teaching resources from a wide variety of sources to help students learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative and 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, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values through SMSC education, we will provide students with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

## **Monitoring and review**

We listen to the views of our students and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- An annual student questionnaire.
- Student focus groups.
- The school council
- Rights respecting steering group
- An annual parents' questionnaire.
- Parents' evenings/meetings.

- Parent Group.

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the SLT as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RS, Personal Development and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the Governing Body.

Signed :

E Leigh-Bennett  
Headteacher

Signed :

Chair of Governors

Date :

Date :