



Spiritual, moral, social, and cultural development of our students.

Update July 2016

This policy has been written with due consideration of documentation outlined in the Students Act 2004 and KCSIE policies from DFE.

Our Vision

At Kew House we offer our students the opportunity to succeed, to be recognised and to be valued. They will develop the intellectual, emotional and ethical requirements to tackle the challenges that life will present. We instil tolerance, respect for others and the capacity to celebrate diversity and embrace change. We understand that students need to be nurtured, guided, motivated and inspired. We are a school of smiles and laughter where there is lots of fun to be had. We want our schooldays to be the happiest of our students' lives.

Introduction and Purpose

At Kew House we believe that the Spiritual, Moral, Social and Cultural (SMSC) development of our students underpins our very ethos and greatly influences the way in which our students learn and achieve. It defines us as a community and is at the heart of everything we do, from learning in the classroom to competing on the sports pitch, from playing in the playground to representing the school in our wider community.

We aim to create an environment that fosters a sense of self belief and provides students with the opportunity to explore their own (and others) values and beliefs. More precisely, we aim to develop the students' spiritual awareness, an understanding of our expectation of high standards of personal behaviour, a positive caring attitude towards others, an understanding and respect of social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas have a valuable contribution to make to each child's SMSC development, designed to support and enhance our Individuals in Society course. (IS). Opportunities for this are identified and planned for in each subject area. Adults in our community model and promote expected standards of behaviour, treating all members of the community as valuable individuals. Our

students will learn quickly to differentiate between right and wrong and to accept responsibility for their own actions. As our students progress through the school they will be given more responsibility to harness leadership qualities and to demonstrate their initiative. Throughout, they will be encouraged to value themselves and others.

It is important to note that a number of other policies directly influence, support and promote our SMSC policy, namely our PSHE policy and our Behaviour Policy.

Our Approach

We aim to ensure:

- That everyone connected with the school is aware of our values and principles outlined in our vision and in this policy
- A consistent approach to the delivery of SMSC issues through the curriculum and everyday life at Kew House School
- That students know what is expected of them and why

Students will be given the opportunity to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people
- Listen and respond appropriately to each other
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Agree and disagree
- Show empathy, treating each other as equals and accepting people who are different
- Develop self-esteem and a respect for others
- Develop a sense of belonging and identity
- Develop the skills and attitudes of respect, open-mindedness, sensitivity and critical awareness etc.

We aim to achieve the above through a variety of ways including:

- Providing opportunities for students to work together in different groupings and situations
- Encouraging the students to behave in a responsible and sensible manner at all times
- Taking responsibility through a prefect system
- Encouraging teamwork in PE and games and in other opportunities e.g. debating club, math competitions

- Whole school assemblies
- Showing appreciation of the performances of other students
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits and residential trips
- Participation in live performances, including dance from other cultures
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Provide students with a broad general knowledge of public institutions and services in England, e.g. Trip to the Bank of England / Houses of Parliament
- Opportunities for the students to hear and see live performances by professional actors, dancers and musicians
- Opportunities to enjoy food from other countries
- Opportunities to learn songs from different cultures and play a range of instruments
- Opportunities to contribute to the running of clubs and societies
- To appreciate and to take responsibility for their local environment
- Studying the contributions to society that famous people have made
- Protect our students from any extremist / terrorist material or identifying students who may be at risk from radicalization.

Definitions and Specific Aims

We believe the following definitions to be our understanding of SMSC development of our students, including what we mean by the term 'Britishness':

Spiritual Development

At Kew House we aim to:

- Give students the opportunity to explore values and beliefs, including religious belief, and the way in which they affect peoples' lives
- Give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Encourage students to relate their learning to a wider frame of reference, e.g. asking 'why?' 'how?' and 'where?' as well as 'what?'

Moral Development

At Kew House we aim to:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. Namely the importance of truth and honesty, observing rules and undertaking responsibilities, compassion and tact and respecting the property of others
- Promote a respect for the Law
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- Encourage students to take responsibility for their actions; e.g. respect for property, care of the environment and developing codes of behavior
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

Social Development

At Kew House we aim to:

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, learning and physical needs, nationality, gender, ability, sexual orientation and religion can flourish
- Help students develop personal qualities which are valued in a civilized society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- Debate social issues
- Work, play and compete together supportively and co-operatively

Cultural Development

At Kew House we aim to:

- Provide opportunities for students to explore their own cultural traditions and values
- Provide opportunities to explore what is meant by 'Britishness' and to identify with core British values. (See below)
- Present authentic accounts of the attitudes, values and traditions of diverse cultures
- Extend students' knowledge and use of cultural imagery and language. Recognizing and nurturing particular gifts and talents
- Provide opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance

Britishness

We define British values by planning activities (see IS curriculum) and leading by example that:

- Promotes the fundamental British Values of democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of other faiths and beliefs

Links with the wider community

We aim to foster meaningful links with the local community. Our students will have many opportunities to visit the local area, for example Kew Gardens. These local trips are all linked with appropriate topics. Parents, relatives and friends of the students are welcome to visit the school to share their professional expertise and experiences.

- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- Supporting the work of the school's **chosen charities** (selected on an annual basis by the students and the parents social development committee.)
- Local charities
- Visits by local services e.g. the Police
- A strong home-school partnership
- Support for national campaigns e.g Jeans for Genes Day, Red Nose Day, comic relief etc.
- Links with our two prep school

Assemblies

Weekly assemblies are viewed as an integral and important part of school life and a means to develop the school values. It is a time where Kew House come together to share our thoughts and morals and celebrate our achievements (and sometimes failures) together. The contributions of staff, students and other visitors are valued highly.

Organisation

Kew House aims to provide a variety of assembly experiences for the students. The assembly should last between 15minutes and 30 minutes, depending on the type of assembly. These include:

1. Assemblies taken by the students

2. Teacher assemblies which enables non class teachers to raise their profile amongst the students. The assembly topics (key objectives) support the PSHCE and RE curriculum. There are clear themes for the teacher assemblies e.g. strength of character, trust, forgiving others, learning from our mistakes, what it is like to live in another part of the world, world leaders. Some assemblies incorporate and make links with religions and cultures e.g. highlighting or using stories from faiths around the world e.g. Islam (can link to theme of charity), Christianity (links to theme of forgiveness), Judaism (journeys) etc. Students have an active role within the assemblies either through question and answers, or supporting/aiding the teacher leading the assembly and short reflection time at the end.
3. Achievement Assemblies – these are a celebration of the students’ successes such as students who have been particularly noticed for excellent conduct and learning to be presented with merits – twice a year. This is also an opportunity, when possible/ relevant to share pieces of work that are being commended.
4. Music Assemblies / ensembles / concerts
5. Whole School Assemblies lead by the Head.
6. In line with existing safe guarding processes, suitable visiting speakers will be will be appropriately supervised, and the content of their presentation agreed beforehand.

Awareness of PREVENT

As a body of professionals, it our duty to be watchful of our young people who may be at risk from radicalisation and therefore become drawn into terrorism.

We will:

- display an awareness and understanding of the risk of radicalisation in your area and institution; communicate and promote the importance of the Prevent duty to staff.
- Train staff: ensure staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism; ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups; ensure staff know where and how to refer children and young people for further help.
- Share information appropriately: ensure information is shared between organisations to ensure, for example, that people at risk of radicalisation receive appropriate support.

- Risk assess: assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area or your school's particular circumstances. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify children who may be at risk and what to do to support them.
- Build resilience to radicalisation: promote fundamental British values through the curriculum and through social, moral, spiritual and cultural education; equip pupils with knowledge, skills and understanding to prepare them to play a full and active part in society; ensure your school is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.
- Safeguard and promote the welfare of children: put in place robust safeguarding policies to identify children at risk, and intervene as appropriate by making referrals as necessary to Channel or Children's Social Care, for example.
- Ensure suitability of visiting speakers: operate clear protocols for ensuring that any visiting speakers, whether invited by staff or by student themselves, are suitable and appropriately supervised.
- IT policies: ensure children are safe from terrorist and extremist material when accessing the internet in school, including by ensuring suitable filtering is in place.

Monitoring and Evaluation

Members of the Senior Management Team, supported by Subject Leaders will monitor the effectiveness of this policy through lesson observations and work scrutiny. In addition, regular discussions at staff meetings will be held aimed at highlighting particular aspects of the policy.