



Kesteven and Sleaford High School

A Robert Carre Trust School

SMSC, British Values and Collective Worship Policy

At Kesteven and Sleaford High School we consider the students' 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 climate of the school, collective worship, all curriculum areas, behaviour code, extra-curricular and other activities.

As a school community we have a commitment to promote equality in line with the **Equality Act 2010**

Aims of SMSC

To encourage students to develop their own beliefs and values:

- To promote an appreciation of alternative individuals 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 all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

Spiritual development

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

We try to help students make sense of these questions through the curriculum, collective worship (see collective worship section below) and the school ethos.

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

- enhance their spiritual awareness;
- experience growth mindset through the curriculum;
- sustain their self-esteem in their learning experience;



- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- empathise with others;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form healthy relationships where they offer dignity and respect to others;
- reflect on, consider and celebrate the wonders and mysteries of life

Moral development

We believe that students' moral development involves:

- 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;
- reflecting on the consequences of their actions;
- learning forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together
- developing 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 (unless there is a safeguarding issue);
- 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;
- understand the meaning of forgiveness and reconciliation;
- understand the meaning of 'agreeing to disagree'.

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 the ability to be aspirational, resilient and persevere when things go wrong;
- overcome barriers to their own learning and to make positive choices;
- become courageous advocates for change in their local, national & global communities;
- understand social justice and a concern for the disadvantaged and how they can challenge injustice;
- connect the schools' ethical and charitable activities to its vision and values;
- ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world.

Cultural development

We want our students to acquire:

- an understanding of, respect for and the ability to celebrate difference and diversity within their school, local, national and global communities;
- 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.

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.

British values

The five British values are:

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

Aims

Kesteven and Sleaford High School is committed to celebrating the diversity of the UK. We aim to prepare students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We recognise that British values do not give total liberty to individuals or tolerance of all views. Their declared aim is to combat extremism, and so they do not condone attitudes that are discriminatory and not inclusive or loving.

We understand the role that Kesteven and Sleaford High School has in helping **prevent radicalisation** and supporting our students in developing a world view, recognising Britain's place within it.

Opportunities we provide for students to understand British values

We take opportunities for students to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past e.g. Remembrance Sunday;
- support a number of charities that are selected by them and arrange fundraising events;
- make connections between British values and other curriculum subjects;
- make connections between British values and worship themes in assemblies and tutor times as well as at annual services such as our Christmas service, Prize Giving and end of term celebrations;
- practise and rehearse our roles as democratic citizens (e.g. in student elections for the school council, the appointment of the student senior team and during events such as school-based shadow general elections).

Collective Worship

Through weekly assemblies and tutor time we come together as a school community to worship in a way that:

- enables students to reflect on, and question, issues such as belonging to the school community, the wider community and to humanity as a whole;
- reinforces a sense of community through appreciating those things we have in common;
- develops a reflective approach to life;
- supports students in the development of spiritual, cultural and moral perspectives;
- develops a sense of the individual's place in the world beyond the physical, material and the 'here and now';
- provides time to consider values and beliefs - both their own and those of others;
- raises awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
- provides opportunity to celebrate achievement and to share times of celebration;
- supports students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses;
- supports those who have particular needs or who are engaged in times of crisis.

The right of withdrawal

We recognise the right of withdrawal from worship for pupils at the request of parents and for staff, but encourage discussion with the relevant individuals to ensure that there is understanding of the aims and objectives of worship, and strategies for minimising the disruption caused by any withdrawals.

Aims of worship

The gathering of pupils each week incorporates collective worship. Worship will be:

- appropriate to the age of students.
- provided in a variety of settings, groupings and timings, with a variety of leaders. This can happen as a whole school body, year group, form, class or key stage.

Other opportunities that worship can offer are to:

- celebrate the beliefs and cultures of others particularly those represented in our school;
- celebrate achievements of members of the school community;

- reinforce school expectations, good behaviour and school routines;
- share school and community information.

Responsibilities

Role of the governing body

The governing body has:

- delegated powers and responsibilities to the Head of School 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 this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of School

The Head of School will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator for SMSC;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy

Role of the coordinator for SMSC

The coordinator for SMSC will:

- lead the development of this policy throughout the school;
- provide guidance, support and training to all staff;
- keep up to date with new developments and resources;
- review and monitor (SMSC audit).

Role of all staff

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- 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 the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys.

Role of parents / carers

Parents/carers will:

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

Monitoring the effectiveness of the policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator of SMSC.

Reviewed by JS/LR

Approved by the KSHS Local Governing Body on 28 January 2020

Review date: 1 March 2024 (4 years)