

# Spiritual, Moral, Social and Cultural Developments:

## **DFE Guidance – Nov 2014**

Maintained schools have obligations to, as part of a broad and a balanced curriculum and section 78 of the Education Act 2002, to promote the spiritual, moral, social, cultural mental and physical development of pupils at the school and of society. This includes meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school and providing relevant activities beyond the classroom. It is expected that pupils should understand that while different people may hold different views about what is right and wrong, all people living in England are subject to its laws – English civil and criminal law.

### **Through our provision of SMSC, we should:**

- 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 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 and 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 the law is made and applied in England.

### **The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.**

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

## **Ofsted**

Inspector training emphasised the importance of the school curriculum in preparing students for the 'opportunities, responsibilities and experiences of later life in modern Britain' and 'actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'. Inspectors must evaluate how well the curriculum achieves the above and how well it supports pupil engagement in extra-curricular activity and volunteering within their local community.

Inspectors will consider the balance of approach to pupils' religious education which is broadly Christian but encompasses all major world faiths and includes a rounded programme of assemblies which help to promote SMSC and provide clear guidance on what is right and what is wrong.

Schools need a range of evidence ready such as:

- Details of extra-curricular activities and volunteering
- Assembly rotas and themes including any details of visiting speakers
- An overview of the RE, PSHEE, Citizenship and Tutorial programme in all years

# KHS 2014 2015 Whole School Audit

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>	<b>Fundamental values of democracy, rule of law, liberty, respect &amp; tolerance</b>
	<p><b>Our students are given opportunity to reflect in their own beliefs, religious or otherwise, and their experiences: these inform their perspective. They have an interest and respect for different faiths, feelings and values. Their learning shows creativity and imagination and lessons and activities encourage enjoyment and fascination in learning about themselves, others and their world.</b></p>	<p><b>Our huge range of curriculum and extracurricular activities encourage students to identify between right and wrong, to apply this to their own lives, and to understand the consequences of their behaviour and how to go forward. There is a wide range of debate and discussion on moral and ethical issues with encouragements of a tolerance of the views of others: the right to be heard and a responsibility to listen.</b></p>	<p><b>We encourage students to use a range of social skills in different context, both in and beyond school, so that they work and socialise with others from a range of backgrounds. They are willing to participate in, and support our local community and willingly give time to help others, to volunteer and to cooperate with others. They develop skills and attitudes which allow them to participate fully in, and positively contribute to life in modern Britain. We provide an extensive range of artistic, musical, sporting and cultural opportunities.</b></p>	<p><b>Through the curriculum and additional activities we ensure students know, understand and appreciate a wide range of cultural influences and build their knowledge of Britain's democracy. We celebrate diversity and are proud that our students show their understanding and respect for different faiths, cultures and abilities in local, national and international communities.</b></p>	<p><b>We recognise that these topics are covered within the previous four sections – further examples support this.</b></p>

	SP	M	SO	C	FBV
<b>Assemblies</b>	<p>Students attend weekly assemblies – all strands are effectively and frequently covered.  Assemblies are inspiring, thought provoking, dynamic events.  Rights and responsibilities themed.</p>				
<b>Curriculum</b>  <b>AIM: Cross-curricular</b>	<ul style="list-style-type: none"> <li>• Art Dept deliver workshops in the SC and display work produced around school</li> <li>• Art work on inspirations from faith and cultures</li> <li>• Child play</li> <li>• Drama – character creating, finding self.</li> <li>• E&amp;P KS3 (see SOW)</li> <li>• E&amp;P KS4 Option (see SOW)</li> <li>• E&amp;P KS5 A level Course</li> <li>• Expressive Arts – KS4 Ghost Dances</li> <li>• H&amp;SC</li> <li>• General Studies – Beliefs and Values strand (Optional for 12/13)</li> <li>• Geography – people if the rainforest v loggers and modern industry</li> <li>• History – Holocaust &amp; persecution of Jews, Reformation, Catholics and Protestants, Role of the Church</li> <li>• Music KS3 Hindu, KS4 religious set works - Handles Messiah</li> <li>• Sociology</li> <li>• Spirituality Conferences (SC) for Yr10 &amp; Yr11</li> </ul>	<ul style="list-style-type: none"> <li>• Art – YR9 ‘Self’ project (M and SO)</li> <li>• Debating Club</li> <li>• Drama KS3/4/5 – Issue based e.g bullying</li> <li>• Economic values (Econ/Bus St KS4/5)</li> <li>• Empathy skills</li> <li>• E&amp;P KS3</li> <li>• E safety in ICT</li> <li>• General studies</li> <li>• Geography – exploiting LEDC labour, sweatshops, minimum pay, laws.</li> <li>• H&amp;SC - Care values (KS4/5)</li> <li>• History – Terrorism, Kingship/Leadership, Slave Trade, Execution of Charles I</li> <li>• Math: Statistics and media</li> <li>• Mental health issues</li> <li>• Media</li> <li>• MFL KS3/4/5</li> <li>• Philosophy A Level</li> <li>• Science topics e.g. whale hunting</li> <li>• Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Art – YR11 ‘Figure’ project</li> <li>• B.E.S.T Event for all. YR12 work based day with ext contributors from employment fields</li> <li>• Careers Education</li> <li>• Charity work</li> <li>• Christmas Parcels</li> <li>• CREST Awards</li> <li>• Discussion &amp; group work</li> <li>• Drama</li> <li>• English &amp; MFL - speaking and listening skills</li> <li>• Finance Ed - Yr9 11</li> <li>• First Aid Course</li> <li>• Geography – social and human impact, quality of life, towns, poverty. KS5 – Tourism</li> <li>• History – Tudor Life, YR9 Social Projects and Extended Project.</li> <li>• Homelessness Project</li> <li>• Marketplace activities – to develop group skills</li> <li>• PE</li> <li>• Range of topics in psychology including stereotyping, prejudice and discrimination</li> <li>• STEM Day Yr8</li> <li>• Team work on Day in the World of Work</li> </ul>	<ul style="list-style-type: none"> <li>• Art – YR8 Multi-cultural Non-European e.g African masks</li> <li>• Aspects of Asdan</li> <li>• Cultural Poetry</li> <li>• Drama – Theatres from around the World: Greek – YR7</li> <li>• Economics and globalisation in Yr 12/13</li> <li>• Food tech</li> <li>• General Studies – Global issues: students own experiences and knowledge.</li> <li>• Geography – flooding, drought, famine, overpopulation, one child policy in china</li> <li>• History – Roman Empire, Renaissance, Entertainment in Rome, Segregation, Norman Conquest, Cold War ideology YR10</li> <li>• MFL</li> <li>• Music</li> <li>• PE</li> <li>• Tutorial activities</li> <li>• World music – African, Indian, Indonesian, South American</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies to promote: Dignity, Respect and Tolerance</li> <li>• Dance – Swansong</li> <li>• Drama – YR9 ‘Radio Play Project’ - Archers, British Culture, BBC.</li> <li>• General Studies - Political systems</li> <li>• Government &amp; Politics KS5</li> <li>• History YR9 Suffrage, Roman Emperors, Civil War, Role of Parliament, Magna Carta, Independence movement</li> <li>• Legal System</li> <li>• Laws PSHEE</li> <li>• Music – KS4 Folk</li> <li>• Prefect and House Voting System</li> <li>• Prejudice - Sociology KS 4 &amp; 5, Hist, PSHEE</li> <li>• Sociology KS5</li> </ul>

	SP	M	SO	C	FBV
<b>Enrichment</b>	<p>What is Enrichment? By DEFINITION – Enrichment is the act of making fuller, more meaningful or rewarding</p> <ul style="list-style-type: none"> <li>• Enrichment goes beyond exam content/driven work.</li> <li>• We know as adults that these skills will be useful in later life.</li> </ul> <ul style="list-style-type: none"> <li>• Is an opportunity which extends beyond their own form tutor, form room and provides structure during the AM registration - planned 30 minute session and a bespoke KS3 Enrichment week</li> </ul> <p>It includes themed sessions on: The Arts, Problem Solving, Citizenship, Revision and Life Skills.</p> <p>KS5 AQA Baccalaureate (OPTIONAL): As part of this qualification students have to complete and document 100 hours of enrichment activities that come under three headings: Work, Community and personal.</p>				
<b>Ethos</b>	<ul style="list-style-type: none"> <li>• Inclusive of all different faiths &amp; cultures</li> <li>• Rounded religious education</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and shared expectations of behaviour</li> <li>• Reward system</li> <li>• Recognising and celebrating success of all</li> <li>• Welcoming and inclusive ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Community based projects/contracts - AGP</li> <li>• Form competitions</li> <li>• Group work</li> <li>• House System</li> <li>• Project Management</li> <li>• Rights and responsibilities</li> <li>• Tutor activities</li> <li>• Year Group</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive and understanding of all different cultures</li> <li>• Provision is made for Muslim pupils to pray,</li> <li>• Uniform – sensitive considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong focus on respect and tolerance</li> <li>• Right to feel safe</li> <li>• Take a risk</li> <li>• Welcoming and comfortable lessons for students to have confidence to raise &amp; discuss issues</li> </ul>
<b>External Agencies</b>	<ul style="list-style-type: none"> <li>• FIG</li> <li>• Gideons YR7</li> <li>• Local Church</li> </ul>	<ul style="list-style-type: none"> <li>• Prisoners/officers visit</li> <li>• 11.11 – Remembrance</li> </ul>	<ul style="list-style-type: none"> <li>• DOE</li> <li>• Raising Awareness – supporting local, national and international charities</li> </ul>		<ul style="list-style-type: none"> <li>• UFA NCS – Citizenship collaboration</li> </ul>
<b>Extra-curricular</b>	<p>At KHS we see value the importance of encouraging students to engage in, seek new opportunities and to learn new skills.</p> <p>We encourage students to take care of our environment and consider others less fortunate than themselves through charity based work/events.</p> <p>Extra-Curricular Clubs (to name but a few) include: Art, Dance, Debating, Drama, DOE, Homework, Music , PE, Science, SEND, Technology, Introduction to British Sign Language in KS5.</p> <p>Learning comes first, and learning can and does go way beyond the classroom. We nurture the ‘whole’ student and strongly believe that every child is gifted and talented in some way. Our provision allows students to seek out their strengths, try new skills and be the best that they can be.</p> <p>We believe that it is important to mix with others students outside their own form group or year group. It is this socialisation, and opportunities to form inter-relationships, that promotes physical, social, moral and mental well-being, builds character and resilience. We are committed to ensuring that we equip our students fully for adult life and very much hope they contribute to society and are morally strong citizens.</p>				

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<b>Form Time</b>	<p>In KS3 &amp; 4 - A structured week, including: diary signing, an assembly, PSHEE, Enrichment and a 'bespoke' session allow for the integration of SMSC.            In KS5 – Inter form quiz, assemblies, morning enrichment, tutor focus time, study time.            Form time promotes the development of social skills, team bonding, dynamic, competition and a strong sense of community.</p>				
<b>House System</b>	<p>A structured week, including: diary signing, an assembly, PSHEE, Enrichment and a 'bespoke' session allow for the integration of SMSC.            Form time promotes the development of social skills, team bonding, dynamic, competition and a strong sense of community.</p>				
<b>PSHEE</b>  <b>(See attached annual plan)</b>	<p>The PSHEE programme covers a wealth of topics across all Key Stages and forms part of a child's compulsory education and is delivered via two programmes of study:            PERSONAL WELL BEING, ECONOMIC WELLBEING AND FINANCIAL CAPABILITY</p> <p>These interrelated programmes of study make a significant contribution to our pupils' personal development and draw together in a coherent way the following topics; personal, social and health education, sex &amp; drugs education, the social and emotional aspects of learning including anti-bullying, relationships, careers education, enterprise, financial capability and work related learning, first aid, citizenship and study skills through high quality lessons. These specific topics are covered at pertinent times during a student's personal and academic development.</p> <p>We hope that our curriculum should enable all young people to become:</p> <ul style="list-style-type: none"> <li>• successful learners who enjoy learning, make progress and achieve</li> <li>• confident individuals who are able to live safe, healthy and fulfilling lives</li> <li>• responsible citizens who make a positive contribution to society – supporting the needs of others in society</li> </ul> <p>Guest speakers are invited in to complement the PSHEE programme e.g Red Rose Chain            KS5 – University, Gap Years, Teenage Cancer Trust, Personal Health and Further Education Finance</p>				
<b>Sixth Form Extended Project</b>	<p>The AQA Extended project is a level 3 qualification and equivalent to an AS subject in terms of UCAS points. It is an independent research project that students in Year 13 complete and deliver. It is concerned with the process of in depth research and planning, implementation and reflection. Students are required to do a presentation to an audience. Each student chooses their own project; the only stipulation is it cannot contain anything on the specifications of their current level 3 subjects. Many projects are related to ethical dilemmas, moral and social issues.</p>				
<b>Special events &amp; Shows</b>	<ul style="list-style-type: none"> <li>• Theatre in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Careers conference</li> </ul>	<ul style="list-style-type: none"> <li>• Activities Week</li> <li>• ARTS Events – Dance, Drama and Music</li> <li>• Grim Show</li> <li>• Arts Week</li> <li>• Primary Schools</li> <li>• School Fete</li> </ul>	<ul style="list-style-type: none"> <li>• Art &amp; Photography Exhibitions – GCSE, A LEVEL for school, stakeholders and within the community</li> <li>• Canteen themed weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Debating competitions</li> <li>• KHS Pantomines</li> </ul>

<b>Student Voice</b>	<ul style="list-style-type: none"> <li>Religious groups (FIG)</li> </ul>	<ul style="list-style-type: none"> <li>Charity Committee</li> <li>ECO Council</li> </ul>	<ul style="list-style-type: none"> <li>Adopt a teacher scheme</li> <li>Ambassadors – KS5</li> <li>Charity Committee</li> <li>Drama – KS5 students direct shows/organise</li> <li>House Council</li> <li>Non-Uniform Days</li> <li>Peer mentors</li> <li>Prom Committee KS4/5</li> <li>Reading club</li> <li>School Council</li> <li>Sixth Sense - Magazine</li> <li>Sports leaders - CSLA</li> <li>Student involvement in interviews</li> <li>Young carers</li> </ul>	<ul style="list-style-type: none"> <li>Across the ARTS students are wholly encouraged to explore 'current affairs and historical events' as viable stimuli/medium.</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies – student led</li> <li>Classroom rules</li> <li>Elections for House, Year, School Council &amp; Prefect body</li> <li>Interviews – Student panel</li> <li>Policy consultation with students</li> <li>Surveys – student opinion</li> </ul>
<b>Visits &amp; Visitors</b>	<ul style="list-style-type: none"> <li>Inspirational Speakers</li> <li>Spirituality Conference speakers (including ART)</li> </ul>	<ul style="list-style-type: none"> <li>Charity work and fundraising</li> <li>Eastern Angles (Drama Company)</li> </ul>	<ul style="list-style-type: none"> <li>All residential school trips</li> <li>DOE</li> <li>Geography Field Trips</li> <li>History – Colchester Castle</li> <li>PE – Primary liaison</li> <li>Rewards trips</li> <li>Social Events</li> <li>Sports fixtures and events</li> <li>Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>Activities week</li> <li>Africa – Shamwari Trip</li> <li>Art galleries trips in KS4/5 – London, Norwich, Tate, White Cube, V&amp;A, Langard Fort and Southwold</li> <li>Exchanges &amp; pen pals</li> <li>French Residential</li> <li>German Residential – Foreign Correspondence Project (1 week)</li> <li>Museum trips</li> <li>Theatre trips (Dance, Drama, English)</li> <li>Ski trip</li> <li>Ypres (Belguim) – Yr9 Day Trip – Act of Remembrance</li> </ul>	<ul style="list-style-type: none"> <li>Ambassadors (ex KHS) – lead drama workshops, inspire, share UNI experiences</li> <li>Amnesty International with KS5</li> <li>Community Work – KHS share their work with local primary school - ARTS</li> <li>Local MP visits school</li> <li>Parliament</li> <li>Visits from authorities including Police and Fire Service</li> </ul>