



THE KING'S SCHOOL

GRANTHAM

Spiritual Moral Social and Cultural & British Values Policy

1 Objectives

- 1.1 The School's aims and objectives assert that The King School's offers an education in the fullest sense including the spiritual, moral, social and cultural development of each pupil. This development occurs throughout the whole curriculum, both within the classroom and in extra-curricular activities. The School emphasizes honesty, high standards of behaviour, respect for others, integrity and self-discipline.
- 1.2 We work in partnership with parents to provide instruction and guidance in all aspects of spiritual, moral, social and cultural development.

2 Spiritual development

- 2.1 Spiritual development includes personal beliefs and values, especially, but not exclusively, in connection with religion. Spiritual development may also be fostered through a deepening appreciation of music, art and literature. These areas, as well as those traditionally understood as religious, seek to help explore the values and meaning of life. The methodology adopted is that of discussion, exploration and reflection through what is taught in the curriculum, through participation in music, drama and artistic activity, through collective meetings and assemblies and through the School's ethos.
- 2.2 We aim to foster the spiritual development of our students by:
 - Promoting an environment where every student is given the opportunity to reach his full potential regardless of race, disability or other equality issues.
 - Providing a school ethos which is tolerant, non-judgemental and respectful of the individual beliefs and values of every member of the King's community.
 - Modelling this ethos in the relationships established between staff and students and within the staff community.
 - Demonstrating that there are many different legitimate belief systems, religion and ways of celebrating and that all deserve understanding and appreciation.
 - Proactively exploiting opportunities provided within the taught curriculum to explore issues relevant to spiritual development. This may well be more appropriate in some subjects than others, but is far wider than, but including, Religious Education.
 - Encouraging students to explore and develop that which animates and inspires them and others through debate, discussion and reflection, both in class and through other opportunities that present themselves both in and outside school.
 - Taking advantage of our informal teacher-student relationships to foster a climate in which aspects of spirituality may be discussed actively, frankly and openly without undue embarrassment or self-consciousness.

- Using the PSHE programme to allow the exploration of spirituality.
- Developing a sense of 'awe and wonder' both inside and outside the curriculum.

3 Moral Development

3.1 Moral development is concerned with a student's knowledge, understanding, intentions, attitudes and behaviour to enable an individual to distinguish 'right' from 'wrong' and to respect the civil and criminal law of England. These are important assumptions and judgments about how people should behave and act. The intention at King's is that boys, as they develop a sense of morality, will adopt and acquire value systems which are their own, together with an understanding that their behaviour and actions will significantly impact on those around them and encourage them to understand how they can make a worthwhile contribution within their local community and further afield.

3.2 We aim to foster the moral development of our students by:

- Maintaining an ethos which is characterised by mutual respect and tolerance throughout our school community.
- Defending these core values as the foundational context in which moral understanding develops and modelling them in staff attitudes and behaviour.
- Providing a clear framework of values and behaviours which is promoted consistently through all aspects of school life. See the website:
<https://www.kings.lincs.sch.uk/page/?title=Vision+and+Values&pid=275>
- Operating an effective and explicit system of sanctions and rewards which is based on reason and fairness.
- Giving students opportunities across the curriculum and, where appropriate, in extra-curricular activities to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.
- Offering students a degree of freedom and self-regulation (e.g. in the School Council), that is often greater than they have experienced previously, in order that they may develop their own autonomous moral values and understanding in a manner appropriate to their age, and to encourage them to take responsibility for their own moral decisions;
- Combining this sense of freedom with secure and effective support and monitoring mechanisms, in order that students may receive whatever support and guidance may be necessary as they develop their own moral awareness and values.
- Ensuring a prompt, decisive response to any expressions of discrimination, bullying or abuse.
- Encouraging conflict-resolution based on co-operation, discussion and agreed responses.
- Addressing moral and ethical issues through formal debates, assemblies and the PSHE programme.
- Encouraging students to get involved in supporting charities and fundraising events and activities through the House system.

4 Social Development

4.1 Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The School can only complement and extend what the home and society in general can achieve. As they develop boys will become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community. Social development is closely related to the development of moral principles.

4.2 We aim to foster the social development of all of our students by:

- Developing a student community that is anchored in shared values of respect, co-operation, self-discipline and friendship.
- Developing links between staff and students characterised by concern for individuals, open discussion and consultation and encouragement of individual personality and talents.
- In class settings, ensuring the practice of respectful listening to others and encouraging individuals to contribute with confidence.

- A preference for promoting co-operation and self-motivation, rather than hierarchy and imposed discipline.
- Providing a range of opportunities for larger scale group activities (assemblies, sporting, musical, dramatic events, CCF and inter-house competitions etc.) to foster a sense of community amongst the whole student body.
- Ensuring that all students have a voice that is actively heard and taken into consideration (e.g. through the Student Council).
- Providing positive and effective links with the world of work and with the wider community (for example, through Careers Talks and other aspects of the school's wide-ranging Careers education programme, involving contributions from current parents and former students as well as external speakers).
- Providing opportunities for students to learn about, and to engage in, local and national democratic processes, including having democratic processes within the school whose members are voted for by the students (School Council, Prefects, House system and Mock Elections etc.).
- Providing activities which promote awareness of the wider world, e.g. visiting speakers, field and D of E trips etc.
- Encouraging students to develop valuable personal qualities such as thoughtfulness, honesty and respect by acting as Form Monitors, School Council or House Reps, Prefects and Junior Prefects.
- Encouraging students to work co-operatively and providing opportunities for students to work in a variety of social groupings.
- Providing effective pastoral care and, where necessary, helping students to resolve any tensions and conflicts that may arise within school fairly, respectfully and considerately.
- Encouraging students to support nominated House charities through school events.
- Encouraging students to develop pastoral awareness and support for one another e.g. through the system of student mentorship (e.g., Year 10 students acting as Peer Supporters for pupils in Year 7; Sixth Form students acting as Prefects to assist in the running of the school day).
- Encouraging tolerance for individual, cultural and other differences. This, coupled with a zero-tolerance approach towards bullying, helps to create an atmosphere in which students feel secure and form strong friendships which often span year groups, nationalities and cultural backgrounds.

5 Cultural Development

- 5.1 Cultural Development refers to the boys' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the boys' understanding and appreciation of the religion, language, music, art, drama, poetry, science and technology of the society in which they live and the changing historical context.
- 5.2 We aim to foster the cultural development of our students by:
- Cultivating a harmonious, well-knit student community which is multi-ethnic and multi-cultural. We have a number of students from different nationalities and cultures and we value the richness and diversity, and the opportunities to learn from one another, that this gives to our school community.
 - Tackling any issues of discrimination or prejudice directly, and doing so in a way that ensures that any such occurrences become useful learning experiences for those involved and for others around them.
 - Encouraging expressions of cultural diversity e.g. in the creative arts, through food (themed lunches) and language and through the curriculum.
 - Providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance.
 - Giving students the opportunity to explore different values, beliefs, and cultures through a variety of approaches, including discussion and debate, in order to gain a broader cultural understanding.
 - Developing partnerships with outside agencies and individuals to extend students' cultural awareness (regular visits to theatres and galleries and to other organisations such as universities; participation in a wide variety of competitions etc).

- Trips abroad give students extended and direct experiences of other cultures, e.g. trips to France, Germany, South America, South Africa.

6 British Values

- 6.1 The Department for Education requires schools to promote the fundamental British values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.
- 6.2 Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others.

Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Examples

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition
- Receiving and giving feedback

Rule of Law

The need for rules to make a happy, safe and secure environment to live and work.

Examples

- Legislation
- Agreed ways of working, policies and procedures
- How the law protects you and others
- Codes of conduct

Respect and Tolerance

Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.

Examples

- Embracing diversity
- The importance of religion, traditions, cultural heritage and preferences
- Tackling stereotyping, labelling, prejudice and discrimination

Individual Liberty

Protection of your rights and the right of others you work with.

Examples

- Equality and Human Rights
- Personal Development
- Respect and Dignity
- Rights, choice, consent and individuality
- Values and principles

As a historic school with roots very firmly in British tradition and establishment we understand the importance of a connection with both the past and the very best of contemporary Britain. Our students are fortunate to be educated in a school which prides itself on its traditions and values yet has twenty first century facilities and resourcing.

These values have been recently audited in the curriculum and are also reinforced regularly. As a school we aim to develop and nurture these by:

- A well-structured PSHE programme.
- Planning an engaging Assembly programme with core ethical values and beliefs at its heart. By what they applaud, celebrate and encourage; assemblies make a significant contribution to the values which the School wishes to promote and develop.
- Visits from the wider community throughout the year including Police, Army, School Nurse and many more.
- Listening to students and teaching them to listen carefully and with concern for each other, respecting the right of every individual to have their opinions.
- Allocating each boy to a Tutor Group whose tutor is responsible for his academic, social and personal welfare.
- Displays and publications: The School reinforces its ethos through imagery in displays, posters, and notice-boards as well as items on the website and in the newsletters. It is common to celebrate pupils' work and achievements in and out of school in academic and extra-curricular activities.
- Conducting student questionnaires and interviews.
- Effective and well managed School Council, enabling students to actively participate in and experience the power of the democratic process.
- Students' electing their peers to represent them on the School Council.
- Charitable Events: Throughout the year, all members of the School community are encouraged to initiate, participate and contribute to events.
- Merit and School Colours to reward effort and achievement.
- Elections being held for Head Boy and Prefect positions, form and House captains.
- During the academic year there are occasions such as Remembrance Service, Christmas Carol Service and Founders' Day Service held at St. Wulfram's Church.
- Encouraging students' to know, understand and exercise their rights and personal freedoms and advise them on how to exercise these safely, for example through e-safety.
- Religious Studies taught to all students across KS3 & 4. Our students are taught to understand that all citizens have the freedom to choose and hold faith and beliefs and that this right is protected in law.
- Respect is a strong part of The King's School and is part of its Ethos & Values. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect, and this is reiterated through its teaching and learning environments.
- Marking and feedback, as well as homework policies set clear boundaries which are explained clearly to students.
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
- Extensive range of extra-curricular activities.
- Having a clearly communicated Behaviour for Learning Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety (for example: trips and visits policy, Safeguarding procedures and Health and Safety procedures.)
- Celebration of the diverse nature of our school community through menus, the Assembly programme, the teaching of World Music and the choice of texts/resources across the curriculum.
- Celebrating achievement beyond the classroom (in areas such as The Arts and Sport.)

Citizens who feel respected, connected and valued within a community are far less likely to be at risk of radicalisation.

When a student feels marginalised or under-valued there is a greater opportunity for extremism to be fostered. We aim to prevent radicalisation by:

- Celebrating diversity through our curricular content (SMSC/British values curriculum audit).
- Providing menu options to meet specific dietary requirements.
- Providing opportunities/facilities for personal prayer and reflection during the school day.
- Making provision for specific periods of religious observance (such as during the month of Ramadan).
- Providing an enriching and diverse Assembly programme.
- Providing a PSHE programme that celebrates diversity, challenges stereotypes and addresses issues such as discrimination and prejudice in society as a whole.
- Have a school uniform which can be adapted appropriately to meet the requirements of religious dress codes.
- Authorising absence appropriately for religious observance.
- Ensuring that student rewards programmes offer rewards that are appropriate to those of all faiths and none.
- Making provision for students who are in periods of religious observance (such as Ramadan) during school visits/residential stays.
- Ensure students learn about how citizens can positively influence decision-making through the democratic process.
- Respond appropriately to any reported incidents of a racist or discriminatory nature.
- Liaising closely with the Police's Lincolnshire PREVENT team where a young person's behaviour or expressed beliefs give us cause for concern.

7 Version Control

Policy adopted	December 2015
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