

# SMSC POLICY

(Social, Moral, Spiritual and Cultural)

Reviewed: May 2024

Review Frequency: 2 years

Next Review: May 2026

Governor sign off: Yes/No

## **Introduction**

The purpose of this policy is to outline how the different elements of SMSC are covered throughout the curriculum and beyond at The King's School Vattanaçville. The school recognises the importance of identifying opportunities for students to develop their SMSC awareness.

Members of the school community are encouraged to express their individuality, and at the same time, to respect the British values of acceptance and tolerance of others. Opportunities are built into the curriculum and extra-curricular programme, to develop an awareness of and to explore alternative views. Students are encouraged to explore and build their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. We place a strong emphasis on developing positive and caring attitudes towards others as well as an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Staff at TKSv model and promote high standards of behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community is a place where students learn to differentiate between right and wrong, to show an understanding of the need for rules and the need to abide by rules for the good of everyone. Our Behaviour Policy, Code of Conduct and the 4Rs (Respect, Resilience, Responsibility and Readiness), reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate pupils' work and achievements.

## **Aims**

- To ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable pupils to develop an understanding of their individual and group identity.
- To provide pupils with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To give each pupil the opportunity to understand and know the British Values of: Democracy and the rule of law, Individual liberty and mutual respect, tolerance of those of different faith and beliefs.

## **Definitions**

### **Spiritual development**

Pupils' spiritual development is shown by their:

- ability to reflect on their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- enjoyment and interest in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning and willingness to reflect on their experiences.

### **Moral development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and recognise legal boundaries.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **Social development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to the international community.

### **Cultural development**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **British values**

'British values' are considered to be: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## **Prevent**

In line with the Prevent strategy, we:

- encourage pupils to respect specified fundamental British values.
- do not promote extremist views, or partisan political views, through our curriculum and/or teaching.
- offer pupils a balanced presentation of views when political issues are brought to their attention.

## **The TKS V approach to SMSC**

At TKS V, we promote SMSC through our curriculum, our co-curricular provision and through our pastoral systems and procedures.

## **PSHE Curriculum**

In PSHE lessons we learn about diversity in our society. Our students learn about the benefits of living in a diverse culture, to celebrate and to respect each other's beliefs and values. We learn to appreciate different points of views to be open minded and tolerant. We teach our students that conflicts are inevitable part of our lives, but at the same time we study how to manage them in the best possible way and with an open-minded approach. Discussions and debates are constant part our teaching and it allows our learners to develop their communication skills and to become respectful members of their community.

We teach our students to respect the law and the rules of the society they live in, including reference to the civil and criminal laws of England and that of our host country Cambodia. In our lessons about online safety, drugs and fair trade we discuss the issues of the current world we are living in. We teach them to make the right decisions to ensure their actions don't harm anyone around them and to understand the moral and social consequences of inappropriate actions and behaviour.

## Pastoral

### The 4Rs

Learners are expected to demonstrate 4 attributes, considered to be essential to young people developing into internationally minded, tolerant citizens who are aware of their shared responsibility for the wider community.

**Respectful** learners show tolerance, empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

**Resilient** pupils develop curiosity and independence in learning. They voice concerns, challenge assumptions and recognise we learn best from the mistakes we make and questions we ask. They are prepared to persevere when faced with difficulties.

**Responsible** pupils act with integrity and honesty and have a strong sense of fairness, respecting the dignity of individuals, groups and communities, taking responsibility for their own actions.

**Readiness** for our pupils means that they are prepared for their day-to-day challenges and have the willingness and eagerness to meet their challenges, without fear of failure.

The 4Rs apply to students across the school, with sessions taking place with students each year to emphasise the importance of these attributes. The 4Rs help students to develop their spiritual, moral, social and cultural development through encouraging them to focus on how their day-to-day approach to school and life affects not only themselves, but those around them. The 4Rs and Learner Profile promote British values of the 'rule of law, as well as mutual respect for and tolerance of those with different faiths and beliefs and for those without faith', as well as discouraging extremist views.