

Appendix A

SMSC at Knightsbridge School

At Knightsbridge School the pupils’ spiritual, moral, social and cultural identity is at the heart of the school and is central to everything that we do. We aim to deliver this ‘hidden curriculum’ through all aspects of school life: curriculum, extra-curricular activities, school trips, the pastoral system, assemblies and themed events. Key to the personal development of our young people is the development and maintenance of strong partnerships with parents and the wider community. Parents are expected to uphold the values in the KS Code and to reinforce these at home and in dealings with our school community.

At KS:

- We provide a coherent assembly and PSHEE program which actively promotes all four aspects of SMSC – assembly rotas clearly identify the SMSC theme.
- Extra-curricular providers are expected to ensure that SMSC opportunities are incorporated into their activities, are identified and maximise the benefits they bring.
- Heads of Department are required to regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- We promote student voice and the role of democracy within the pupil body via the School Council and other appropriate groups/events.
- Class teachers and house tutors regularly discuss SMSC issues after assemblies as part of ‘wellbeing sessions.’
- All members of staff are expected to be aware of the importance of SMSC development and the enhancement it brings to the life of the School and are expected to actively promote these values through the KS Code.

Our SMSC provision is reviewed regularly and information relating to its delivery and practice is collected throughout the year using a variety of media – interviews; surveys; school council and regular auditing via departmental, pastoral and whole school self-evaluation.

In planning lessons, teachers are aware of the need to incorporate opportunities to develop their pupils’ spiritual, moral, social and cultural selves; these are identified and added to schemes of work on an ongoing basis.

How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

| Spiritual Development | |
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| Provision | How it is evidenced |
| Religious Education as part of the Perspectives curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school values-based themes | Curriculum plans, include a multi-faith approach Visiting places of worship Assemblies linked to themes of the week, derived from the KS Code Outdoor learning, such as PE, Forest School etc. Residential visits Harvest, Christmas and Easter celebrations Visits from people of various faiths |

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| | Time to reflect upon learning and experiences |
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| Moral Development | |
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| Provision | How it is evidenced |
| School behaviour Policy and Code of Conduct | Regular tracking of behaviour through iSams, SMT meetings, Section meetings, Logs etc. Celebration of children’s achievements |
| Perspectives and Life Skills curriculum | Anti-bullying activities E-Safety teaching |
| Pupil Voice | Whole school Assemblies and the explicit discussion of school values, values communicated to parents and carers through newsletter |
| Taking part in Charitable projects | Circle times Child participation in a range of pupil groups: School Council, Sport teams and Eco Committee Charity appeals |

Our school develops pupil moral development by:

- Providing a clear moral framework, in the form of the KS Code, as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

| Social Development | |
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| Provision | How it is evidenced |
| Life Skills / PSHEE Curriculum | Pupil Groups including: School Council and Eco Committee |
| Working together in teams | Residential visits in Years 3 – Year 8 |
| School Council | Educational visits |
| Extra-curricular activities | After School clubs |
| The Arts Curriculum | Participation in Music events |
| Outdoor Education | Transition visits |
| PE curriculum | Vertical Tutor groups, Seniors reading to Juniors. |
| Cross phase working | |

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| | Participation in Charity support: chosen charity and related events, Jeans for Genes Day, Wear Yellow for Cystic Fibrosis etc. Participation in Sporting events School house sports competitions Forest School |
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Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

| Cultural Development | |
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| Provision | How it is evidenced |
| School Visits Participation in the Arts Arts Curriculum Languages | School visits to museums, galleries, concerts, theatre visits Meeting authors Visiting artists Opportunities to take part in school productions /Performances Opportunities for individual instrumental lessons Visits from people of different cultures Languages teaching Afterschool clubs Sports Day |

Our school develops cultural aspects of learning by:

- Extending pupils’ knowledge and use of cultural imagery and language
- Encouraging pupils to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school’s cultural links through displays, posters, exhibitions, etc. as well as developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre,

- museum and gallery visits
- Holding events and having talks organised and delivered by particular cultural groups within the school e.g. Greek Evening, Thanksgiving talks