Kings College Guildford

SMSC and British Values Statement

We believe that the school should actively promote all students' SMSC development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community. SMSC and British Values are supported through our school Ethos and Values, Resilience Characteristics and Behaviour for Learning.

BEHAVIOUR FOR LEARNING

At Kings our education and happiness matter to every one of us. We are here to learn, to make progress and to achieve together.

- be calm
- do as you are asked
- bring your books & pencil case
- speak politely
- try new challenges
- get involved with your learning
- always show respect for others

RESILIENCE

All students at Kings will build the best possible skills and attitudes for a successful and positive future.

- determination
- self-control
- positivity
- respect
- commitment

VALUES

Our 5 values are the key elements which create an aspirational and purposeful place of learning for everyone. Our values define our community at Kings.

- leadership
- trust
- support
- progress
- achievement

Promotion of British values at Kings College Guildford

Democracy : the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community. Examples of this are the elections that are held for House Student Council Representatives and School Student Council representatives. Both are areas of the school where students can see, first hand, how the democratic process works. From a curricular point of view, the principle of democracy is further explored in both History and PERL. Further examples of democracy are delivered through PSHE.

The rule of law: The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Support from authorities such as the Police help to reinforce this message. Laws surrounding topics pertinent to our young people are discussed through the curriculum in PSHE and PERL.

Individual liberty: As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our enrichment and master class programmes.

Mutual respect: Respect is a main strand in our resilience characteristics and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our behaviour systems.

Tolerance of those of different faiths and beliefs: This is achieved through equipping students with the ability to understand their place in society and by giving them opportunities to experience diversity within the school community. An example of how this is achieved is through our PERL curriculum and assembly schedule.

How does the curriculum contribute towards pupils' SMSC development?

		Curriculum Opportunities	Extra Curricular Opportunities
Speak Politely **Try New Challenges** **Get Involved With Your Learning** **Always Show Respect For Others** **Determination** **Self-Control** **Positivity** **Respect** **Commitment** **Leadership** **Trust** **Support** **Progress** **Achievement**	**Spiritual development** of pupils is shown by their: • ability to be reflective about 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 • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences.	**English:** Analysis of a range of literature from different beliefs and cultures. Students express beliefs through creative writing. **Maths:** Self evaluation each lesson, using Maths in everyday life. **Science:** Students form their own views on controversial scientific developments and considers the positives and negatives of research and developments e.g. GM and cloning, Big Bang Theory, Evolution, Electricity, DNA, Quantum Tunnelling **MFL:** Students respect and understand other cultures and traditions by learning about festivals throughout the year. Current affairs issues from various countries are considered. **Humanities:** cultures and communities are explored via History and Geography e.g. Slavery and topics such as Globalisation help students to learn about the world around them. Through PERL, students compare their own views to religious perspectives and reflect upon their own religious experiences and beliefs. Students consider how their beliefs have been formed and influences on this. **Technology:** Design projects reflect imagination and creativity, food technology projects allow students to engage imaginatively in food from around the world **ICT/Business Studies/Computing:** Business v globalisation. **Performing Arts:** Links with cultural backgrounds and opportunities to reflect through choreography, dance, music and drama. Looking at the origins of plays and cultures to support this. **Art:** Study of different cultures and art within religion. Projects which explore and celebrate identity.	Visit to the Mosque and Dali Lama Visit to Guildford Cathedral D of E Learner Levels Assembly Schedule Book club Film club Book review Rock challenge Work experience for 6th form and Year 10 RAG week for 6th form

	Moral development of pupils is shown by their:	English: Argue/ persuade/advise is used as a tool for structuring work. A range of literature is reviewed and considered e.g. war poetry.	Assembly schedule
Be Calm **Do As You Are Asked** **Bring Your Books & Pencil Case** **Speak Politely** **Try New Challenges** **Get Involved With Your Learning** **Always Show Respect For Others**	• ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	**Maths:** Supporting whole school behaviour policies and values	School behaviour system Restorative Approaches Student Voice Tutor Programme
Self-Control **Respect**	• understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	**Science**: Renewable resources and sustainable developments, genetics and ethics involved, Level 3 BTEC unit 5. **MFL**: Students have the opportunity to development understanding of differences between cultures and viewpoints which exist	
Leadership **Support** **Trust**		**Humanities:** Opportunities are built in to lessons to discuss values, issues and viewpoints that challenge beliefs and thinking, opportunities for students to express their beliefs. Rules of law and examination questions which are linked to current legislation e.g. homosexuality in PERL and Civil Rights in History. **Technology:** Sustainable design elements, GM Foods, Fair Trade **ICT/Business Studies/Computing:** Business Ownership, Contract Law, Acts of Parliament and rights and responsibilities regarding trading, Ethical trading, Social responsibility, stakeholder influences. Ethical consideration around internet use. **Performing Arts:** Topics include historical issues and how certain arts resulted from ethical issues eg Blues music. Reactions to various performances and understanding musical/ drama preferences of others **Art:** Discussions based on topics such as Photojournalism and moral issues raised by artwork in society and throughout history. **PE:** Responses to failure discussed and moral issues such as the use of drugs in sport. **PSHE**:	

Be Calm **Speak Politely** **Always Show Respect For Others**	**Social development** of pupils is shown by their: • use of a range of social skills in different contexts, including working and socialising with pupils 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 • tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	**English:** Developing confidence and expertise in language, which is an important aspect of individual and social identity. **Maths:** Supporting whole school behaviour policies and values **Science:** Cooperation in practical activities **MFL:** Social skills are developed through oral communication skills and listening skills are developed through aural practise. **Humanities:** Differences in communities and cultures are discussed and differences identified e.g. Civil Rights v Dictatorships **Technology:** Social issues are considered e.g. recycling and branding and sweatshops. Opportunities to work as a team and the sharing of equipment and resources are practised. **IT/Business/Computing:** Internet censorship in various countries is explored and responsibilities attached to using social media **ICT/ Business Studies/ Computing:** Charity organisations and regularity of organisations, role of the government in the economic climate **Performing Arts:** Consideration of how arts play a part in society and how various forms can be used to affect mood and behaviour of individuals **Art:** opportunities for peer assessment and group discussion. **PE:** Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.	Year 7 and 12 team building Transition programme Assembly Schedule Inclusive environment PDU 6th form volunteering at Guildford Hospital Ambassadors help with school events House System Student Voting Theatre trips Sporting clubs Enrichment and master classes Aim for all students to be involved in student voice activities each year Music Orpheus Project Music Community Concerts World of Music Workshops Year 11 mock interviews with Allianz
Self-Control **Respect**			
Leadership **Trust** **Support** **Progress** **Achievement**			

	Cultural development of pupils is shown by their:		Broad curriculum
Speak Politely **Try New Challenges** **Get Involved With Your Learning** **Always Show Respect For Others**	• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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 in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, 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 socioeconomic groups in the local, national and global communities.	**English:** Literature, poetry, novels, reading and responding to a range of texts, debating, speaking and listening, creative writing. An understanding of how language changes over time. **Maths**: Application of maths to everyday life as well as considering the technical advances on British culture and society. Influences of other cultures on counting systems. **Science:** A range of topics explored including pollution and acid rain and its effects on LEDC's, and scientific advances and their impact on British culture. **MFL:** Being aware of cultural traditions and considering the origins of particular words and how they become accepted in British culture often with adaptation e.g. diva. The French Revolution topic and its impact on democratic values across Europe. **Humanities**: A range of cultural issues are explored in relation to law and appreciation of different cultures e.g British Empire in History, Family Life and Community, and the Role of the Government in the UK. **Technology:** Design process and opportunity to showcase this. Food Tech explores sustainable food and sourcing and cultural differences between food. **ICT/Business Studies/Computing:** Evolution of financial matters, Recruitment, selection and employment, role of government in shaping corporate responsibility **Performing Arts:** Fully explored through a variety of cultural studies in relation to music, dance and drama. **Art:** Range of cultures studied across Years 7-10 e.g. Aboriginal art, Chinese art, African art and European art. Historic art is studied which often shows a change in culture. **PE:** Impact of Britain on World Sport	Theatre trips Sporting clubs Enrichment and Master classes Charity days Walk to Africa School Show Instrumental lessons
Determination **Self-Control** **Positivity** **Respect** **Commitment**			
Leadership **Trust** **Support** **Progress** **Achievement**			