

Kings College Guildford



SMSC and British Values Statement

We believe that the school should actively promote all pupils' 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, values, assemblies, tutor times, extra-curricular opportunities and behaviour policy.

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 simulation of the general election that was held and voting in the style of the Houses of Parliaments for changes to the school day. These opportunities have allowed pupils to 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. Assemblies focused on Democracy with a follow up tutor talks for pupils to explore further through discussion. The college student council provides opportunities for pupils to use their democratic skills when contributing ideas and voting for their choices.

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. Pupils 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 through PSHE input and Yr8 workshops. Laws surrounding topics pertinent to our young people are discussed through the curriculum in PSHE and PERL. Assemblies focused on the rule of law with a follow up tutor talks for pupils to explore further through discussion.

Individual liberty: As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and an empowering education. Pupils 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 University programmes. Assemblies focused on liberty with a follow up tutor talks for pupils to explore further through discussion.

Mutual respect: Respect underpins our behaviour policy and is modelled by pupils and staff alike. The school ethos of 'work hard and be kind' is rooted in mutual respect. The school promotes respect for others, and this is reiterated through our PSHE programme and assembly schedule. Assemblies focused on mutual respect with a follow up tutor talks for pupils to explore further through discussion.

Tolerance of those of different faiths and beliefs: This is achieved through equipping pupils 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 which focuses

on tolerance with a follow up tutor talks for pupils to explore further through discussion. Our behaviour policy offers rigour to ensure that incidents of intolerance are managed effectively and include workshops with individuals to develop their thinking after an incident. The student council run a Diversity Subcommittee which celebrates our differences making us stronger. In 2023 the whole school and staff took part in Anti Racism workshops to strengthen this shared commitment.

How does the curriculum contribute towards pupils' SMSC development?

Spiritual Development:	Moral Development:	Social Development:	Cultural Development:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • 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 	<ul style="list-style-type: none"> • 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, co-operating 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 life in modern Britain 	<ul style="list-style-type: none"> • 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, 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

Spiritual Development:	Moral Development:	Social Development:	Cultural Development:
<p>English:</p> <ul style="list-style-type: none"> • Creative writing and the study of poetry gives pupils the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment. • ‘Lies We Tell Ourselves’ explores the Christian faith and encourages discussion of other faiths and experiences • The texts across the curriculum are designed to include a range of voices and experiences to allow students to explore and empathise with lives outside their own • Language studies at KS3 encourage students to engage with the words used around them on a daily basis through experiments and research-projects including “real-life” people and voices 	<p>English:</p> <ul style="list-style-type: none"> • ‘A Christmas Carol’ which encourages moral thinking through the recognition of values such as goodwill, humility and kindness. Pupils are able to analyse character and events to explore the consequences of negative actions. • Shakespeare’s ‘Macbeth’ poses a range of topics and themes for debate such as the dangers of power and ambition. • Across the KS3 curriculum the ideas of morality are explored including through texts like ‘Lord of the Flies’ and ‘To Kill a Mockingbird’ which directly explore law, order and moral code. • “Language and Gender” study in Year 8 directly teaches ethics and ethical standards in relation to research projects 	<p>English:</p> <ul style="list-style-type: none"> • The spoken language study will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. • The English Curriculum is founded on encouraging tolerance and mutual respect and has moved to include diverse texts including ‘Lies We Tell Ourselves’ and a range of short stories that explore a range of backgrounds, sexual preferences, identity and race-based differences. • Rhetorical writing in KS3 and KS4 focusses on encouraging students to develop a written and spoken voice while writing on topical issues relating to modern Britain so they are able to contribute 	<p>English:</p> <ul style="list-style-type: none"> • ‘To Kill A Mockingbird’ and ‘Lies we tell Ourselves’ focus on civil rights and tackles issues such as race and LGBTQ+. This gives pupils the opportunity to explore cultural history and movements which have led to equality laws in existence today. • ‘Language and Power’ study in Year 9 directly explores political power and leadership through the lens of how political parties create power and influence audiences. • ‘Language and Gender’ study in Year 8 teaches children to acknowledge the power of language in relation to others and actively celebrate and respect others through word choice and understanding of the deeper meanings of language • Partnership with the Guildford Shakespeare Company encourages willingness to respond to artistic opportunities positively
<p>Maths: The study of mathematics enables pupils to make sense of the world around them and we strive to enable each of our pupils to explore the connections between their numeracy skills and every-day life. For example, pupils are encouraged to analyse data and consider the implications of misleading or biased statistical calculations. All pupils are made aware of the fact that the choices they make lead to various consequences.</p>	<p>Maths: The moral development of students is an important thread running through the mathematics syllabus. Students are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. For example, students are encouraged to analyse data and consider the implications of misleading or biased statistical calculations. All students are made aware of the fact that the choices they make lead to various consequences.</p>	<p>Maths: Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain concepts to each other and support each other in their learning.</p>	<p>Maths: Various approaches to mathematics from around the world are used and this provides an opportunity to discuss their origins. This includes different multiplication methods from Egypt, Russia and China, Pythagoras’ Theorem from Greece, algebra from the Middle East</p>

<p>Science: Experiencing awe and wonder:</p> <ul style="list-style-type: none"> • Evolution in Biology • The Big Bang Theory in Physics • The development of the periodic table in Chemistry • Appreciation of the scale of the Universe both in terms of the enormous scale of the Solar System, Milky Way and Universe. and the tiny scale of subatomic particles. • An understanding that humans are only one type of life on this planet, and that all living things are connected through natural cycles. 	<p>Science: Moral and ethical issues:</p> <ul style="list-style-type: none"> • The use of chemical-based fertilisers on land – eutrophication. • Human impact upon our planet and environment • The debate on the use of alternative energy forms (impact of wind farms or the use of biofuels) • Evaluate the ethical arguments for and against controversial techniques, such as stem cell research and genetic engineering. 	<p>Science:</p> <ul style="list-style-type: none"> • developing social skills through group and practical work. • considering the safety of others during practical work. • the effects of science on their lives e.g. enhancement of plant growth, use of artificial satellites, development of polymers, medicines. • how the rights of others may be affected by pollution, building wind farms, etc. • health issues linked to smoking, poor diet, lacking exercise. 	<p>Science: Exploring the values and beliefs of others:</p> <ul style="list-style-type: none"> • The use of stem cells in reproductive research and the cure for inherited diseases • Embryo selection • The use of genetic testing • The use of genetically modified crops and bacteria • The impact of pollution on our planet • Understand how scientific ideas are developed over time based on experiment, the scientific method and peer review. • Learn about major scientific breakthroughs, such as Darwin's theory of evolution, Mendeleev's development of the Periodic Table, Newton's Laws of Motion, Watson and Cricks discovery of DNA, Marie Curie's discovery of radiation. • Appreciate that the next generation of scientists will help find solutions to the challenges of the future.
<p>Geography: The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually. For example, when looking at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed. The study of population and globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. At GCSE all topics look at the viewpoints of stakeholders in all major decisions, including the forests of the world, energy security and how we give aid to other countries. No decision is made without an impact on someone else's life and we students are encouraged to always show a balanced argument reflecting on feelings and viewpoints.</p>	<p>Geography: Pupils work in groups to discover the facts behind the Chernobyl nuclear disaster, debate climate change and look at tourism and the impact on sustainability. Pupils cover a range of topics in depth which allow them the opportunity to learn about the world around them. These include 'How did the earth get created?', 'Are natural disasters the acts of the Gods?' ad 'Multi-cultural Britain'. Pupils study coastlines and have to make moral decisions regarding the protection of some coastlines and homes. Pupils use the rainforests in Brazil as a case study and explore the killing of animals. The mega-cities module enables pupils to decide if the government should protect the rich or the poor. At GCSE we also spend time discussing the ethics behind Trans-National Companies, where we buy our fossil fuels from and how we use the biomes of the world. Students discuss and analyse the decisions behind which areas of the UK we protect from flooding and why some areas are just left to let nature run its course.</p>	<p>Geography: Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict.</p>	<p>Geography: Throughout Key Stage 3 Geography looks at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result. There are 'in the News' topics covered during lessons which expose children to current geographical challenges across the world.</p>

<p>History: The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. The Industrial Revolution studied in Year 8 questions whether or not it benefitted the population and questions how the local area has changed as a result. In KS3 students are asked to reflect on the actions of individuals and groups in events such as the Crusades; the Slave Trade; The Industrial Revolution and the Holocaust and how they affected the world at the time and beyond. KS4 sees students develop a deeper understanding of the social issues and changes that occurred over 1000 years by focusing on areas such as medieval England; the history of medicine; the inter-war years and life in the USA.</p>	<p>History: Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. In KS3 we focus on acts such as Edward I's expulsion of the Jewish population; the exploitation of enslaved labour to develop British power and wealth; the treatment of working-class people in the Industrial Revolution; the tactics used in warfare and the treatment of the Jewish people of Europe. In KS4 we study topics such as the impact of racism and prejudice in America. Civil rights are reflected upon and explored. The curriculum allows us to help tackle fundamental issues around the concepts of right and wrong and how these can alter and change over time.</p>	<p>History: Changes to democracy and the monarchy in the UK are explored in year 7. Social changes in the USA such as immigration are explored. British values such as democracy and the rule of law are explored in Year 9 when students study the differences between democracy and dictatorship, capitalism and communism and extremist views such as Nazism. In KS3 we focus on the development of democracy and the movement away from feudalism and how this affected people both positively and negatively. Topics such as the Magna Carta; the Provisions of Oxford; the reformation; the age of exploration; the industrial revolution and the World Wars are used to explain the social changes that occurred in Britain and the wider world and the impacts they had at the time and continue to have.</p>	<p>History: An appreciation of the influences that have shaped the students own cultural heritage is focused on ranging from links to the two World Wars and the key changes brought about by these events. An example of this is how the first World War links to women's suffrage. An appreciation of the history of the local, national and global communities is developed in both KS3 and 4. Students are taught how the history of the medieval and industrial era affected Guildford and beyond. Global history includes a focus on the Mongol Empire and how this differed and was similar to European medieval kingdoms. Students are given the opportunity to gain an understanding of what life was like for a variety of communities and how their history impacts the way we are living today.</p>
<p>Languages: Students are taught to accept and embrace other languages and cultures through the teaching of MFL. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living and social awareness. Students learn about festivals and traditions and learn how these are celebrated in a similar/different way to the UK.</p>	<p>Languages: Students discuss the rights and responsibilities of young people in their capacity as global citizens. Environmental and health issues and consequences are discussed and considered in greater detail for example the health unit in year 10 looks at the use of drugs, alcohol and tobacco. Year 11 study global issues which include environmental challenge such as poverty and homelessness.</p>	<p>Languages: Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Students learn how to communicate and share ideas and opinions through class work, pair work and group work. Opportunities are given to students to develop their skills in listening and speaking to each other.</p>	<p>Languages: Cultural awareness is key in language learning and understanding. Exploration of students' own cultures and the cultures of others is paramount. Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used to help students open their minds and develop their cultural outlooks and understanding.</p>
<p>Religious Education: Students are asked to develop their understanding of key concepts such as 'reality', 'good', 'evil', 'right' and 'wrong' through different philosophical and theological approaches including Divine Command Theory, theodicy, Christianity, Islam and Sikhism. This aims to help them understand not only what their values are but how they came to develop them. In learning about different religions and why people believe and have faith, students have the opportunity to reflect on their own beliefs and how others' beliefs can be different but no less valid.</p>	<p>Religious Education: Students learn about shared and differing moral values, such as Aristotle's virtue ethics, deontology and utilitarianism while debating moral dilemmas and how differing views would solve them. Students discuss issues such as who or what decides what is good, does the existence of evil mean that God cannot exist and is violence ever justified. Students have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.</p>	<p>Religious Education: Students explore similarities and differences in religions, cultures and philosophical approaches and begin to link them to their everyday life. Through the study of different religions and philosophical approaches, students are made aware of the similarities and differences they may have with other students in their class or community.</p>	<p>Religious Education: Students learn about different religions and philosophical approaches, giving them an opportunity to see why different cultural groups act in a specific way and why certain things or acts have special meaning. The idea of belonging to a community is also explored and linked to the key concepts of faith and belief and how these can contribute positively in a multi-faith society.</p>

<p>The Arts: Through the study of the arts, students are able to explore ideas, feelings and meanings making personal sense of their own creative work. Research into the work of other artists enables students to place their own experience into the broader context, recognise and value the world of others and develop a sense of their own identity and worth. Colour theory and its symbolic meaning underpins all schemes of work. Students are taught to respect the beliefs of others through references to work of historic and cultural significance.</p> <p>In performing arts students have regular opportunities to create compositions and use music technology to manipulate and create new sounds. Devising is a core unit in drama.</p> <p>Across all year groups students are encouraged to share, respect and understand their own and others' thoughts, ideas, and belief systems.</p>	<p>The Arts: Studying the work of artists and composers enables students to develop an understanding of the codes and conventions of their own and other times and cultures.</p> <p>In Key Stage 3, musicians study music throughout the ages and understand how types of music are associated with historical context e.g. students learn about prohibition and speakeasy's during the blues unit of work.</p>	<p>The Arts: The study of the arts provides opportunities for students to study work in their social context. Through their investigations and research work the students are encouraged to consider the impact of the arts on society. Leaders Self Portrait projects in year 8 allow students to learn about role models throughout cultures and history</p> <p>Students have the opportunity to work alongside their classmates during group performances and devising projects.</p>	<p>The Arts: Students explore the achievements of artists and composers in both the past and contemporary society. They are taught to recognise how images, artefacts, music, dance and theatre influence the way people think and feel in relation to their cultural context.</p> <p>In KS3 students learn about music and dance from different cultures such as samba, Japanese music and Indian raga. Global dance styles are also studied in year 8.</p> <p>Visits to museums, theatres and galleries form an intrinsic part of the arts curriculum as well as working with a range of professionals from supporting organisations.</p>
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