

KENSINGTON  
PARK SCHOOL

# Social, Moral, Spiritual, Cultural (SMSC) & Fundamental British Values (FBV) Policy

Reviewed March 2025

Next Review February 2026

## **Our Aim**

At Kensington Park School, we seek, through our personalised approach, to excite, challenge, and inspire our students to be lifelong learners, and to encourage them to become self-aware, confident, caring, and independent young people, who desire to make a positive contribution to society.

Our aims are:

- To provide a forward-thinking and outward-looking learning environment where students can discover and develop their talents;
- To deliver a 21<sup>st</sup> century curriculum which promotes intellectual curiosity and creativity, and fosters a love of learning;
- To support and challenge each individual to fulfil their potential: for each student to achieve the best version of themselves, both inside and outside the classroom;
- To develop responsible and respectful citizens who celebrate community, diversity and inclusivity by adopting our school values;
- To nurture independence, confidence, resilience and aspiration so that our students are ready to engage in the world beyond school and to shape their own futures successfully;
- To prepare students academically, socially, physically, digitally and emotionally for their future lives in an ever-changing world.

These aims are achieved by embedding Spiritual, Moral, Social and Cultural (SMSC) and Fundamental British Values (FBV) across the whole curriculum.

Our school values are summarised by the KPS REACH Code, which emphasizes Responsibility, Empathy, Ambition, Courage, and Humility.

We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We aim to provide an education that provides children with opportunities to explore and develop their own values and wider fundamental British values, whilst recognising that those of others may differ. Kensington Park School promotes diversity and inclusion by ensuring equal access to opportunities, understanding the needs of others, and providing tools that increase inclusive language, attitudes, and behaviours. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views. Beliefs, spiritual awareness, high

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standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subjects and wider curriculum.

Each department contributes to spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. British values and principles will also be explored across the curriculum. The wider-school curriculum also contributes to both SMSC and FBV through a range of activities.

We aim to ensure that all students are able to:

- Develop spiritually, morally, socially and culturally;
- Access a well-developed personal, social and health education programme;
- Understand the importance of fundamental British values.

### **Key Principles**

- SMSC is central to the development of each individual student's identity;
- SMSC and FBV development works best when used in purposeful contexts across the entire curriculum across all three sites;
- SMSC and FBV is embedded in the wider-school programme, through PSHE, assemblies, clubs, enrichment, charity events, life days, multicultural days, external speakers, trips and work experience;
- Teachers and Personal Tutors have a crucial role in modelling SMSC and FBV.

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**Spiritual Development includes:**

- Students have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- Students have knowledge of, and respect for, different people's faiths, feelings and values;
- Students have a sense of enjoyment and respect in learning about themselves, others and the world around them;
- Students include imagination and creativity in their learning and are promoted to reflect on their experiences.

**Moral development includes:**

- Students have the 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;
- Students understand the consequences of their behaviour and actions;
- Students are encouraged to develop an interest in investigating and offering reasoned views about moral and ethical issues, and have the ability to understand and appreciate the viewpoints of others on these issues.

**Social development includes:**

- Students are encouraged to use 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;
- Students are willing to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- Students' 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.

**Cultural development includes:**

- Students understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others;

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- Students understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- Students show the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- Students show knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Students are willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- Students show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **FBV Fundamental British Values:**

#### **The Department for Education defines British Values as follows:**

- Respect for democracy and support or participation in the democratic process;
- Respect for the basis on which the law is made and applies in England;
- Support for equality of opportunity for all;
- Support and respect for the liberties of all within the law;
- Respect for and tolerance of different faiths and religious and other beliefs.

Our school reflects these British values in all that we do. We aim to nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

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### **Strategies include:**

- All faculties should use a variety of support strategies to ensure curriculum access to SMSC and information on FBV. This includes reference being made in schemes of work, such as summary tables;
- Assemblies are run at the Senior school every Monday by Heads of Year, Tuesday and Friday, and at the sixth form every Wednesday. They make reference to and include topics from SMSC, FBV as well as reflection points. The assemblies are then often followed up in Tutor sessions to review, reflect and explore the topics discussed;
- Self-reflection is embedded into students' academic experiences (work evaluation) as well as self-evaluation embedded into tutor sessions. Students often use their Firefly blog to record this;
- Opportunities for pupils to access co-curricular artistic, musical, sporting and cultural opportunities. These include, the school production (across both sites), House Music Competitions and other events, Sports Day, local and international trips;
- All students in Years 7 to 13 have PSHE lessons, which include SMSC and FBV topics;
- Students in Year 12 are part of the enrichment programme every Wednesday afternoon, which includes activities such as Volunteering;
- Many students across the years in the Senior School are members of KPS CAN, a lunchtime club which encourages students to engage with current issues, bring awareness to other students through student led assemblies, and fund raise in support of charities;
- All students are part of a School House: Effra, Fleet, Tyburn and Walbrook. The House Captains under the guidance of the Heads of House run events which often link in with national weekly themes, such as Children's mental health week, world music therapy day and equality, diversity and inclusion week;
- Students take part in charity and community events each term;
- Events celebrating diversity and inclusivity are run at the Senior school, Sixth Form and boarding house, which includes assemblies, themed lunch and dinner menus and activities in both the curriculum and wider-school curriculum;
- All students regardless of their background, age, ability or gender access the SMSC and FBV material. Teachers are trained to work with SEND and EAL students;
- Academic English lessons include a range of SMSC and FBV topics.

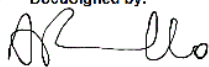
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## Planning, Monitoring and Evaluation

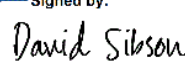
- Head of Departments oversee the schemes of work and quality assurance of these schemes of work;
- The Assembly Programme is monitored by Head of Senior School and Head of Sixth Form to ensure topics surrounding SMSC and FBV are present;
- Heads of Year, alongside Head of Senior School and Head of Sixth Form, ensure SMSC and FBV events and activities are present in the wider-school curriculum;
- Concerns relating to SMSC and FBV (e.g., behaviour issues) are monitored via Heads of Year, Tutors and subject teachers, with individual support plans in place for individuals of concern;
- Tutor reflections are monitored by the Heads of Year.

Headmaster

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KPS Advisory  
Board Member

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# BRITISH VALUES

- 01 RESPECT AND TOLERANCE**  
Respecting others and embracing difference. Learning about and considering the cultures of other people. Accepting the beliefs and faiths of others.
- 02 RULE OF LAW**  
Committing to the school rules. Helping others do the right things. Being honest, truthful and loyal.
- 03 INDIVIDUAL LIBERTY**  
Being responsible for your own actions. Working hard to improve. Diligently pursuing your goals. Challenging bullying, prejudice or bias with confidence.
- 04 DEMOCRACY**  
Respecting all views. Debating in peace. Participate willingly and express your views confidently.

