

## **Spiritual, Moral, Social and Cultural (SMSC) Policy** 2025-2026

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## Policy Aims and School Vision

### The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent, carer or carer.*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of **Inspired** allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

### Our vision and aims

King's InterHigh welcomes students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

**Participation:** We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

**Holistic development:** In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

**Inclusivity and flexibility:** We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

## Introduction

King's InterHigh provides a high-quality online British education from anywhere in the world. As a UK based independent school with an international online community, we offer a broad, balanced and inclusive curriculum which recognises that every pupil is unique. Our school's core values of Kindness, Respect, Potential, Flexibility, Individuality, and Curiosity are at the heart of learning and life at our school.

Our ethos and values:

Our ethos is our guide, the lens through which we consider all decisions to make sure they fit with what we want for our students.

Our ethos is reflected in our values of:

- **Belonging:** To provide a welcoming, safe, and happy environment for all students in our school community.
- **Individuality:** To expose students to a variety of subjects and to encourage their individuality and dreams.
- **Flexibility:** To show students how they can adapt their learning pathway as they go along, to suit their interests and abilities.
- **Curiosity:** to offer opportunities for every student's curiosity, to learn and apply new skills and excel in all areas.
- **Potential:** To develop students' growth mindsets where they believe they can improve and learn something new.
- **Kindness:** to treat every student in our diverse community with kindness, equality, and consideration and to have a positive attitude towards each other.

Across each Key Stage and as part of the academic and pastoral curriculum we use critical and creative thinking skills to analyse and take responsible action on complex problems. We provide learning experiences which support students to;

- exercise initiative in making reasoned, ethical decisions.
- express themselves confidently and creatively in more than one language and in many ways,
- collaborate effectively, listening carefully to the perspectives of other individuals and groups,
- act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.

In KS5, the IB DP core, Creativity and Service, Theory of Knowledge and the Extended Essay require students to engage as active, principled, and caring inquirers and demonstrate curiosity, action and global citizenship across these components.

As an IB school, we support our Diploma students to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicator
- Principled
- Open-minded
- Caring
- Risk-takers

The aim of this policy fully reflects and supports the curriculum area of Citizenship and the schools' commitment to the development of the whole person.

Our curriculum is designed to enable every pupil to find their individual pathway and to be well equipped to follow it as an active citizen of the world. We also provide a wide range of co-curricular activities, year and key stage activities and pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. We are committed to developing and promoting students' spiritual, moral, social, vocational and cultural development.

## Defining social, moral, spiritual, vocational, and cultural development

**Social Development:** the use of a range of social skills in different contexts, including working and socialising with students of different nationalities and 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; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain and as global citizens.

Our school aims to build students' readiness and development of the necessary skills to be self-reflective and to develop their own self-knowledge, self-esteem and self-confidence.

**Moral Development:** the ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, 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 being able to understand and appreciate the viewpoints of others on these issues. Students are encouraged to accept responsibility for their own conduct, to show initiative and to show they understand how they can contribute positively to the lives of those living and working in their local, physical and online environment, to society more widely, and as a global citizen. We particularly promote 'learner agency' - students acquiring a broad set of overarching learning competences through their studies; for example, the ability to resolve conflict, to listen actively or to be creative. In doing so, we encourage them to be active learners and to be 'agents' for positive change in our school and in the world.

**Spiritual Development:** the ability to be reflective about their own beliefs, spiritual or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feeling 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 learning.

**Vocational Development:** provide access to a range of activities that inspire young people, including career focused events, motivational speakers, access to colleges and university resources, build strong links with employers to boost young people's attitudes and employability skills; widen access to advice on options post-16, for example apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels, IB Diploma, and university route; provide personalised advice and guidance to build confidence and motivation; provide information to students about the financial support that may be available to help them stay in education post-16; consciously work to prevent all forms of stereotyping in the advice and guidance we provide.

**Cultural Development:** 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 and the wider world; 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 equality and diversity, as shown by their tolerance and respect towards different religious, ethnic and socio-economic groups in the local, national and global communities. Tolerance and harmony between different cultural transitions is actively promoted by enabling students to acquire an appreciation of their own and other cultures. Respect for other people is encouraged, paying particular regard for the protected characteristics set out in the Equality Act 2010.

Our school values are aligned to the aims of SMSC and inform all aspects of our provision and treatment of one another.

## Curriculum

Our aims and our approach to delivering SMSC is embedded in the design and delivery of our academic and pastoral curriculum and our co-curricular offer.

*\*As we are an international school with 3 time zones the curriculum may vary to cater to regional requirements.*

## **Academic**

We offer a broad and inclusive academic curriculum to an international cohort. The academic curriculum includes explicit teaching of SMSC. For example, MFL and language acquisition, the Arts, English, PSHE, Humanities, Religious studies, Human sciences, Science, and STEM. Our school has a rich and diverse visual and performing Arts programme which provides the opportunity for expression and sharing across a range of disciplines and media.

What this means in practice for Teaching & Learning development is that SMSC takes place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and resource decisions.

## **Pastoral and community**

We take a values-led and thematic approach to weekly assemblies which in turn connect to activities and discussions in the Reflect sessions and Circle time. All communal reflection references the aims of SMSC.

Milestones and transitions are celebrated through graduation ceremonies and transition events.

Student Voice and student leadership play a vital role in our school and are visible in the actions of our Student Council.

Students belong to Houses and come together throughout the year for whole school events as well as through the Arts, Drama, Music, Science, and cross-curricular competitions which run throughout the

PSHE and RSE follow a spiral curriculum which develops students' self-management, self-care and self-advocacy towards developing a role in the wider world as globally minded young adults.

## **Reflect and Circle time**

KS2 – Circle time lessons give students time to chat in small groups with their class teacher. It is also a time to consolidate and discuss assembly topics.

KS3-KS5 Reflect lessons with the Form tutor give students time to consolidate and discuss topics from weekly assemblies and PSHE.

Our KS3-5 options events, taster sessions and Pathways programme provide structured support to help students and parents make informed and individual choices for study at iGSCE, A level, IBDP, college, university, and vocational routes.

## **Co-curricular**

We run UK based and international trips throughout the year including physical meetups, activity camps, day trips, CAS trips and world travel. Our students are also able to join the Inspired Global Summer Camp programme.

Clubs

## Appendix – Defining spiritual, moral, social and cultural development (Ofsted)

### Practices and behaviours

The spiritual development of students 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.

These dispositions are developed through:

- Explicit teaching of metacognitive strategies in all key stages
- Creation of student portfolios in KS2 & KS3, the tutorial programme in KS4 and KS5
- Regular reflection and evaluation activities
- The breadth, planning and delivery of the academic curriculum.

The **moral development** of students is shown by their:

- 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.

The **social development** of students is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community 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 life in modern Britain.

The cultural development of students 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 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 socioeconomic groups in the local, national and global communities.
- Students are encouraged to engage practically with activities to develop SMSC

As a school we aim to provide learning opportunities that will enable students to engage with:

#### *Social Development*

- To enable students to develop an understanding of their individual and group identity
- To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that our community and societies.
- That students have a good understanding of their responsibilities
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

As a school we aim to provide learning opportunities that will enable students to engage with:

#### *Spiritual Development*

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Identify, value, and express their feelings. Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

#### *Moral Development*

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong. Show respect for the environment.
- Make informed and independent judgements.

#### *Social Development*

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Fostering a sense of community
- Promote racial, religious and all forms of equality
- Provide experiences, such as team building activities, to reinforce school values
- Provide opportunities for students to exercise leadership and responsibility

#### *Cultural Development*

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

All teachers and staff will model and promote expected behaviours, treating all people as unique and valuable individuals and showing respect for students and their families.

Students should understand the need for rules and the need to abide by rules for the good of everyone. Our expected behaviours, awarding of achievement points and credits, and our Behaviour Policy reflect, reiterate, promote and reward expected behaviour and provide opportunities to celebrate students' endeavour, achievement, and contributions.

Academic and pastoral lessons, and the co-curricular programme provide opportunities for students to:

- Listen and talk to each other. Agree and disagree. Talk about personal experiences and feelings. Express and clarify their own ideas and beliefs. Speak about difficult events, e.g. bullying
- Learn an awareness of treating all as equals to value different perspectives.
- Appreciate differences of all natures (racial, gender, sexuality)
- Understand how the different parts of society work together to form a whole.
- Understand the value of and the organic nature of culture and identity.
- Share achievements and successes with others.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Work co-operatively and collaboratively.
- Show empathy.
- Develop self-confidence, self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness

Teamwork in all group activities, in different groupings and situations

- Encouraging students to behave appropriately at all times
- Taking responsibility e.g., for their own learning, in school council, as leaders
- Showing appreciation of the performances of other students, regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Opportunities for students to hear, see and participate in live performance
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations, religious themes
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities to make and evaluate food from other countries
- Studying influential cultures and the contributions to society that certain famous, historical and influential people have made.

Students are taught to appreciate their local and virtual environments and to develop a sense of responsibility towards safeguarding these spaces.