

The Spiritual, Moral, Social and Cultural Development of Pupils at KEHS

We are proud of the diverse ethnic and cultural mix within our school community. Girls and staff respect everybody's individual religious and non-religious worldviews and traditions, working together to foster core values reflected in the school aims, which include integrity and respect for others, thus creating an atmosphere of harmony, tolerance and community.

We nurture the development of the **whole child** (spiritually, morally, socially, emotionally and culturally) and actively **promote British Values** so that our pupils can be better prepared for life in modern Britain. This is achieved through co-curricular activities and within the day-to-day operation of our school, e.g. in our behaviours and ethos and, crucially, through the curriculum. All staff and all departments contribute in a continuous and positive way in these areas. Particular examples are the regular involvement of our girls in charitable giving and community service, the study of Athenian democracy in Classics, Britain's parliamentary system in History and exploring various religious and non-religious worldviews as well as moral theories in Religious Studies. Knowledge and respect for public institutions is integral to Geography, experiencing the world from different viewpoints is a regular activity in English and Drama, and tolerance of those with different lifestyles or beliefs is a prominent feature of the PHSE curriculum. Indeed, all subjects provide opportunities for pupils to develop a sense of fascination for the world; to reflect on their own views as well as what they have learnt, and to develop reasoned arguments for considered positions. Further details of the broad and balanced curriculum offered within the school can be found within departmental schemes of work.

Our Pastoral system promotes **personal growth and development**. Tutors know their pupils well, as individuals, as do Heads of Year. Girls are comfortable in seeking support from staff in relation to any concerns about their own behaviour or that of their friends. All girls reflect on their own academic and personal development by reviewing their progress individually with their Form Tutor in twice yearly one to ones; these discussions follow on from guided self-reflection, providing an opportunity for girls to evaluate all areas of their lives, from friendships and family life, to academic work and extra-curricular activities, before their meeting with their tutor. They are aware of their own strengths and areas for development, and are supported in addressing the latter, through setting focus areas and regular follow up of progress.

Lower and Upper School **assemblies** take place once a week, and there are also regular year group assemblies. Assemblies address broad social, moral, spiritual and cultural issues, EDI and aspects of British values. They reinforce a sense of belonging, common purpose and vision and provide opportunities for girls to be exposed to a wide range of themes through exploring local, national and global issues, mental health, body language, equality, bullying and cultural and religious practices for example. The contributions the girls make to our assemblies, whether devising them, delivering them, playing music as people enter the hall, or receiving awards, help them to improve their self-confidence and self-esteem, thereby contributing to their social development. From conservation to feminism, the topics they choose are incredibly wide ranging and original, showing the use of imagination and creativity.

Our pupils understand the consequences of their **behaviour** and actions. The school has clear policies around behaviour and responds immediately to any perceived prejudice or intolerance. This helps the girls to develop their own positive moral values. These policies are modelled by staff and the behaviour of pupils shows that they can show respect and courtesy towards others and are able to distinguish between right and wrong.

The **PSHE course** allows girls to think about, and to take responsibility for, the personal choices they will make and how these will shape their lives. Themes such as democracy, responsible use of social media, healthy lifestyles, resilience against radicalisation, anti-bullying and relationship values are addressed within a safe environment. Discussion and debate is encouraged.

Within **Religious Studies** pupils have multiple opportunities to reflect on their own belief system (religious or non-religious) from which they understand and make sense of the world. In addition, in each year group pupils learn about different religious and non-religious worldviews, how they are shaped by and in turn shape various cultures and societies as well as ultimate questions and other philosophical issues which have fascinated humanity. Moral questions and various theories are explored as well as discussions surrounding how these may shape and impact on the legal systems within a particular country. At all times, pupils are encouraged to foster an attitude of respect and tolerance whilst engaging critically with the views and positions of others.

Pupils bring a diverse range of issues to the **School Councils and Pupil Well Being Committees** for discussion and they see how they can create change through using formal, transparent processes. Many of the motions they raise for discussion are based around their own ethical consideration of issues, such as use of plastic, and others focus around building a sense of community and fostering wellbeing, for example suggestions around how outdoor spaces are used. Such opportunities enable pupils to develop their understanding of democracy and how people can influence decisions within this framework; something which is so integral to British society and values.

Many **extra-curricular societies** are created and led by the girls with a real focus on ethical and moral issues; the school's Economics and Geography societies have ensured that all girls in the school are aware of environmental and ethical issues and there is a thriving Sustainability Society. Other examples include the film club in Religious Studies where pupils can explore religious, ethical and cultural issues in more depth and the debating society providing opportunities to develop social skills and the ability to challenge ideas in a constructive manner.

Our **Care Do Give (CDG)** strategy is at the heart of school life. Formerly known as Community Service, and following a review of existing service initiatives, in September 2023 two new positions of responsibility were created for teaching staff to provide additional capacity and leadership in this area. Service activity such as charitable giving and raising awareness of related issues takes place in a variety of ways. Year groups choose charities and hold regular collections and undertake initiatives such as cake or art sales to raise additional funds. The Sixth Form also run various events

throughout the year, including separate CDG Weeks for Lower and Upper Sixth and themed weeks such as sustainability week, which are designed to raise awareness of issues as well as raise funds. CDG also takes place through the House system: the four Houses nominate a House charity, which is supported around the calendared 'national' or 'international' day of those charities. Pupils of all ages are empowered to suggest and lead fundraising initiatives and events themselves, with staff oversight. The Sixth Form also run various events throughout the year such as sustainability week and other initiatives designed to raise money for charity and raise awareness of issues. There are also opportunities for the Sixth Form to become fully involved in outreach work such as helping local primary schools in Friday afternoon blocks and special showcase events. Pupils of all ages are empowered to lead fundraising initiatives and events themselves, with staff oversight. The focus for our pupils and staff stretches beyond fundraising with a strong emphasis on the value of caring and the giving of time, and sharing of skills, in a meaningful way.

Celebrating diversity is at the heart of our community and vital in ensuring all pupils feel a sense of belonging. An annual **Culture Week** celebrates the rich diversity of our community and this includes music, food, workshops and talks from outside speakers. There are also clubs and societies promoting inclusion and diversity such as Spectrum, our LGBT+ and allies group, Islamic Society, Christian Union and an African Caribbean Society. The existence of these clubs is important to develop pupils' sense of belonging and to acknowledge and celebrate the range of experiences within the school community. In order for our pupils to have the confidence and drive to contribute to their communities beyond these school gates, it is vital that they are given opportunities to lead and think of others through our CDG programme.

We strive to provide opportunities for **stillness and personal reflection**, for example a moment of silence following some assemblies, silent reading in some form times and opportunities for Mindfulness. A quiet room is dedicated for prayer, reflection and meditation and is available for girls to use during recess and lunchtime. In Music lessons, students may listen to works that inspire and move them and music is often shared during assemblies. For some girls, a strong sense of the power and majesty of the aesthetic dimension of life may flow from contemplation of literature or great works of art.

Girls leave KEHS prepared for life ahead, comfortable in their own skin and sensitive to the circumstances of others. They continue to grow once they leave and they contribute to the wider community both professionally and personally.

Updated by the Senior Deputy Head and Head of RS

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