

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

This document which applies to the whole College inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing.

As part of monitoring implementation and impact, the College reviews a range of evidence sources, which may include (as appropriate):

- curriculum documentation, schemes of work and programme planning evidencing SMSC across subject areas
- records of assemblies, tutorials, PSHEE and enrichment activities that support SMSC
- student voice (including surveys, student council/college council input, boarding pupil voice where applicable)
- behaviour, rewards and sanctions patterns, including bullying and prejudice-related incidents
- safeguarding themes and concerns arising (including Prevent-related themes), and the effectiveness of staff responses
- attendance, engagement and participation in cultural, sporting, charitable and community activities
- quality assurance processes, including learning walks/observations and pastoral reviews, where relevant
- staff training completion and evaluation relevant to safeguarding, Prevent and equality

Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: February 2026

Next Review: February 2027

Signed

David Game
Founder

John Dalton
Principal

Rationale

We actively promote SMSC in our College and integrate into the curriculum. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom door including those of a residential nature. In our College we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

Where students are boarders, SMSC development is promoted through daily residential routines, shared community living, structured house systems and pastoral support. Boarding life provides regular opportunities for students to develop independence, responsibility, leadership and respectful relationships within a diverse community. The boarding provision supports students to:

- participate in boarding community meetings and pupil voice processes
- develop social responsibility through shared expectations, roles and responsibilities within the boarding environment
- show mutual respect and tolerance in a multi-cultural and multi-faith living community
- access appropriate support for wellbeing, personal development and safeguarding
- engage in supervised enrichment, cultural, sporting and charitable activities that reinforce SMSC aims

Boarding staff support and reinforce the same standards of behaviour, respect, safeguarding and inclusion as the day provision, and work closely with academic and pastoral teams to ensure consistent messaging and effective implementation of this policy.

Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic Education (PSHEE) also makes a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. David Game College builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our College prevents extremism, please see our Prevent Policy.

The College ensures that staff receive appropriate safeguarding and Prevent training and understand their responsibilities to act promptly on concerns. Staff are expected to follow the College's safeguarding procedures where concerns arise about a student's welfare, vulnerability or exposure to extremist ideologies. Concerns are recorded and reported in accordance with College safeguarding arrangements. Where required, the College works with external agencies in line with statutory guidance and local safeguarding expectations.

This policy should also be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Management Policy, Anti-Bullying Policy, Single Equalities Policy, E-Safety Policy, PSHEE provision and (where applicable) boarding policies and procedures.

Students are taught about the dangers of radicalisation and being drawn into extremist views of any topic, especially political and religious.

Building Children's Resilience to Racialisation through the Promotion of British Values:

In the context of this section and throughout this policy, the College's focus is on building students' resilience to radicalisation and preventing people from being drawn into terrorism, in line with the Prevent Duty. The College recognises that safeguarding risks may arise from extremist narratives of various kinds and supports students to challenge and resist such narratives through education, critical thinking and pastoral support.

David Game College builds resilience to radicalisation of its students by promoting fundamental western civilisation values (democratic, rights-based constitutional principles) including those embedded in the British way of life. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. democratic, rights-based constitutional principles

Aims

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to understand what is right and wrong in their College life and life outside College
- Encourage students to accept responsibility for their behaviour, show initiative and contribute to the College, local and wider communities
- Enable students to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- Enable students to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- Actively promote principles that encourage students to respect fundamental democratic, rights-based constitutional principles and British values such as democracy and the rule of law
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- Provide students with a broad general knowledge of public institutions and services; visit to the Houses of Parliament and Law Courts are arranged and encouraged
- Provide a range of artistic, sporting and other cultural opportunities
- Enable students to overcome barriers to their learning.

Our aims prevent the political indoctrination of students through the curriculum. Our aim is not to prevent students from being exposed to political views or from discussing political issues in College. Students in our College should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

The College does not promote partisan political views and does not seek to influence students to support any particular political party, campaign or ideological position. Where political issues arise, students are supported to develop critical thinking through respectful debate and balanced consideration of opposing perspectives.

Links with the Wider Community

Visitors are welcomed into our College to speak to the students. Where visitors, external speakers or organisations contribute to College life (including within boarding), the College takes reasonable steps to ensure that such contributions are consistent with safeguarding responsibilities, the promotion of SMSC, and the active promotion of fundamental British values. Visiting speakers are appropriately supervised, and where political issues arise, the College ensures a balanced presentation of views, consistent with the College's commitment to preventing political indoctrination.

Visits to places of cultural venues such as theatres, museums and libraries are an integral part of our College and are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups.

Visiting Speaker Safeguarding and Balance

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Boarding and Residential Provision

Where students are boarders, SMSC development is promoted through daily residential routines, shared community living, structured house systems and pastoral support. Boarding life provides regular opportunities for students to develop independence, responsibility, leadership and respectful relationships within a diverse community. The boarding provision supports students to:

- participate in boarding community meetings and pupil voice processes
- develop social responsibility through shared expectations, roles and responsibilities within the boarding environment
- show mutual respect and tolerance in a multi-cultural and multi-faith living community
- access appropriate support for wellbeing, personal development and safeguarding
- engage in supervised enrichment, cultural, sporting and charitable activities that reinforce SMSC aims

Boarding staff support and reinforce the same standards of behaviour, respect, safeguarding and inclusion as the day provision, and work closely with academic and pastoral teams to ensure consistent messaging and effective implementation of this policy.

Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic Education (PSHEE) also makes a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. David Game College builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our College prevents extremism, please see our Prevent Policy.

Prevent Duty – Staff Training and Practice

The College ensures that staff receive appropriate safeguarding and Prevent training and understand their responsibilities to act promptly on concerns. Staff are expected to follow the College's safeguarding procedures where concerns arise about a student's welfare, vulnerability or exposure to extremist ideologies. Concerns are recorded and reported in accordance with College safeguarding arrangements. Where required, the College works with external agencies in line with statutory guidance and local safeguarding expectations.

This policy should also be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Management Policy, Anti-Bullying Policy, Single Equalities Policy, E-Safety Policy, PSHEE provision and (where applicable) boarding policies and procedures.

Students are taught about the dangers of radicalisation and being drawn into extremist views of any topic, especially political and religious.

Spiritual Development: Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being. Spiritual Development is the non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths including:

- a set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an understanding of feelings, experiences, emotions
- a sense of empathy with others, concern and compassion
- a sense of purpose and respect for themselves and others
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit
- the relationship between belief and behaviour
- an appreciation of the intangible
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- the attribution of meaning to experience

The College has a dedicated multi-faith prayer room and college actively promotes the main religious groups (Christian, Muslim, Sikhism, Hinduism, Judaism and Buddhism) as well as Secularism.

DAVID GAME COLLEGE promotes spiritual development through:

- providing and encouraging a positive ethos
- the values and attitudes the College identifies, upholds and fosters
- focusing on positive 'success' rather than negative 'failure'
- giving students the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings
- encouraging students to explore and develop what animates and inspires themselves and others
- encouraging children to listen to and consider the ideas and experiences of others
- encouraging students to express innermost thoughts and feelings through art, music, literature and crafts
- accommodating difference and respecting the integrity of individuals
- providing opportunities for students to learn about and respond to a variety of beliefs and values
- promoting teaching styles which value students' questions and give them space for their own thoughts, ideas and concerns
- enable students to make connections between aspects of their learning

- encourage students to relate their learning to a wider frame of reference
- encouraging students to think independently
- fostering a fascination and enjoyment in learning
- using imagination and creativity in learning

Moral Development: Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions. Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

DAVID GAME COLLEGE promotes moral development through:

- making it clear what kinds of behaviour are expected
- enabling students to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of England
- taking steps to ensure that where political issues are brought to the attention of students in the teaching of any subject in the College they are offered a balanced presentation of opposing views
- promoting measures to prevent discrimination
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise
- modelling the principles which our College wishes to promote
- encouraging students to take responsibility for their actions
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable
- giving students opportunities across the curriculum to explore and develop moral concepts and values
- developing an open safe learning environment in which students can express their views
- extending children's knowledge and understanding of a range of values in society
- developing children's ability to make moral decisions
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions
- providing opportunities for students to explore moral issues in a contemporary context
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions
- monitoring the success of what is provided in our College

Social Development: Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

DAVID GAME COLLEGE promotes social development through:

- encouraging children to relate positively to others
- encouraging students to recognise and respect social differences and similarities
- helping students develop personal qualities which are valued in a civilised society
- encouraging adults to set high standards in their relationships with each other
- providing a model of purposeful and harmonious community
- providing opportunities for engaging in the democratic process and participating in community life
- providing a conceptual and linguistic framework within which to understand and debate social issues
- allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group
- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels
- encouraging children to take responsibility and show initiative
- giving children an understanding of their role within the wider community
- having an active Student Council, which allows students the opportunity to voice any issues or concerns

Cultural Development: Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our College promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

DAVID GAME COLLEGE promotes cultural development through:

- encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society
- visits to art galleries, music venues (especially classical), the Theatre and Cinema
- adopting the view that diversity makes the world a richer place; the college encourages students to talk about their National Days and what makes their culture unique
- encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- identifying key values on which our College community life is based
- furthering tolerance and harmony between different cultural traditions
- encouraging an understanding of how children can contribute positively to the lives of those living and working in the locality and to society more widely
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending students' knowledge and use of cultural imagery and language
- providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance
- developing partnerships with outside agencies and individuals to extend students' cultural awareness, e.g. theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing our College's cultural values through displays, posters and exhibitions
- auditing the quality and nature of opportunities for students to extend their cultural development across the curriculum
- encouraging children to engage with a variety of cultures
- understanding and responding to cultural diversity

Putting ideas into practice: To ensure that pupil's SMSC development is effective, there are three aspects of the College which need to be considered: our College ethos; the pastoral support for students; and the curriculum. We believe in engendering in young people a love of lifelong learning. David Game College ensures that the curriculum gives all students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.;

Social, Moral, Spiritual and Cultural promotion within the curriculum: The curriculum is the framework on which a College is built and so it is through the curriculum that Colleges can have a major influence. The Staff team must be aware of these responsibilities; know how respective curriculum areas might be used and plan accordingly; and be alert to the many every day, unplanned and incidental opportunities that can provide important starting points for discussions and learning

Assemblies/Community meetings: Appreciating and valuing other faiths and beliefs of both groups and individuals; learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs; knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others; celebrating each other's achievements and interests; and learning about presenting in front of a group of peers. Assemblies are considered a critical element in the promotion of SMSC values for both GCSE and A level students – details of the topics covered and discussed are available.

Linguistics: This area is concerned with developing student's communication skills and increasing their command of language through listening, speaking, reading and writing. The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature; drama and stories which create opportunities for moral judgements; shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view; knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and awareness of traditional tales and their cultural background.

Mathematics: This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including: practical activity, exploration, group work on a shared topic or investigation promoting an appreciation of the input of all members of the group; an appreciation of the inherent pattern and beauty of mathematics; the promotion of positive attitudes towards mathematics through appropriate groupings; and an understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding of the role and importance of these cultures.

Computing: Computing & IT skills can include the use of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. Working together to create a graphic design or study; researching religious artefacts on the internet and understand issues relating to internet privacy. Further issues for discussion include cyber security, data leaks, privacy and monitoring and use of social media data provide students and their teachers with a rich source of ethical and moral issues to discuss. The notion of ethical hacking is an example.

Science: This area is concerned with increasing the student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. The development of an understanding of our place in the great scheme of things by studying space or life processes; an appreciation of moral questions as scientific knowledge increases, e.g., the use of animals for research; an awareness of the cultural background of science; and the study of cause and effect. For example, in Biology, getting students to understand many of the complex ethical issues that arise in Biology is important, especially concerning issues such as abortion, stem cell technology, cloning, the role of animal models for testing pharmaceuticals and cosmetics, etc. Biology provides a very rich source of ethical issues for discussion and a way to develop students' sense of ethical judgement.

Human and Social: This area is concerned with people and their environment, and how human action now and in the past, has influenced events and conditions.

History: The study of artefacts, buildings, churches, etc., gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics; moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain; and studying the cultures of other times – Egyptians, Romans, etc., builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography: The study of different localities helps our children to understand the background, way of life and values, etc., of different people and cultures. For example, the Inuits and their way of life and values are to a large degree the result of habitat – as is our own; tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life; local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things; and environmental issues and concerns can be discussed, e.g. recycling.

Aesthetic and creative: This area is concerned with the process of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some make a strong contribution, including art, music, dance, drama and the study of literature.

Art: Studying great works of art can give an insight into the culture of other people and provide a strong link with the past; art can provide a valuable tool to study the past and make social or moral comment on it; multicultural art, the art of different religions and the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own; and the appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music: Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our plays and assemblies helps the students in their spirituality; listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons; music of the fields, sea shanties, slave songs, etc., can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it; and group music making is an important social activity – working together and experiencing the same feelings together.

Physical Education: This area aims to develop pupil's physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students will also acquire knowledge and understanding of the basic principles of fitness and health. Caring for our bodies and respecting the health of others; obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important; appreciating the aesthetic beauty of the movements of gymnastics or dance; building team spirit, being a good team member, valuing the contributions of others to the team; and learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Personal, Social, Health and Economic Education/Citizenship: Listening to others; holding discussions leading to written work; drama and role play linked to choices; drawing pictures of feelings and emotions.

Religious Education: The exploration of moral and spiritual questions through discussion; appreciating and valuing other faiths and beliefs of both groups and individuals; learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs; knowing about the historical, social and religious aspects of our own culture and that of others; and learning about the religious law including the differences between secular and religious law.

Links with the Wider Community: Visitors are welcomed into our College to speak to the students. Visits to places of cultural venues such as theatres, museums and libraries are an integral part of our College and are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups.

Differentiation: The above is differentiated according to the needs of each individual learner. All Members of Staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the College. They should feel free to voice related concerns and interests within the normal pattern of Staff meetings. The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues. Whilst we recognise there is no curriculum requirement to teach about marriage, if we do, we will ensure that our curriculum will accord with the Independent School Standards. David Game College believes that a balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, our teachers will reflect the fact that marriage for same sex couples is part of the law of this country, but that they are not required to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or Colleges to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and Colleges must ensure their conduct recognises their responsibilities under those duties to others. Our teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out students on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

Related documents: The Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination); Personal, Social, Health, Economic (PSHEE) education; Curriculum and Teaching and Learning Policies; Safeguarding Children – online-Safety, Child Protection and Safer Recruitment Policies; Special Educational Needs and Disabilities Policy; Staff code of conduct Prevent.