



**Lincolnshire Gateway**  
Academies Trust

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

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To make changes to this policy, please  
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## **Statement of intent**

At Lincolnshire Gateway Academies Trust, the pupils and their learning are at the very heart of every decision we make. Through this policy, we will help pupils to develop an inner discipline and encourage them to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they say and do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social, and cultural (SMSC) education of our pupils is cross curricular.

## **Aims**

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring, and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities, and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy, and general moral values so that the academy community can function effectively.
- Engender a sense of self-respect, independence, and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions, and lifestyles.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'

This policy operates in conjunction with the following academy/Trust policies:

- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Collective Worship Policy
- RSHE Policy

## **Guiding Principals**

### Spiritual Development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life
- Knowledge of, 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

### Moral Development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 their ability to understand and appreciate the viewpoints of others on these issues

### Social Development

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils 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
- Ability to use modern communication technology, including mobile technology, the internet, and social media, safely
- 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 pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain

### Cultural Development

The cultural development of pupils is shown by their:

- 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 the academy, 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, sporting, and cultural opportunities
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socioeconomic groups in the local, national, and global communities

- Ability to recognise and value the things shared across cultural, religious, ethnic, and socio-economic communities

## **Cross-curriculum Teaching and Learning**

SMSC education will take place across all areas of the curriculum as well as during, assemblies, tutor times, and other visits from external providers. SMSC has particularly strong links to religious education, collective worship, pastoral sessions and RSHE education. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings
- Express and clarify personal ideas and beliefs
- Speak about difficult events, e.g., bullying and death.
- Share thoughts and feelings with other people
- Explore relationships with friends, family, and others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually, and culturally, e.g., empathy, respect, open-mindedness, sensitivity, critical awareness, etc

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

We may use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing an academy council
- Hearing pupils' voices through Teaching and Learning Pupil panels
- Establishing monitoring roles for pupils
- Voting on charities to support
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities

We may use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality, and behaviour
- Setting classroom and academy rules
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the academy setting
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends, and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days
- Teaching about different beliefs and cultures
- Exploring morals through lessons, stories, and assemblies
- Arranging visits from various religious leaders

Additional practical activities to encourage pupils' SMSC development include:

- Working together in different groupings and situations
- Hearing music from different composers, cultures, and genres
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participating in live performances
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops
- Hearing and seeing live performances by professional actors, dancers, and musicians
- Learning songs from different cultures and playing a range of instruments
- Making and evaluating food from other countries
- Studying the contributions to society that certain famous people have made

Teachers will help pupils' SMSC development by:

- Encouraging teamwork in PE and games
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability
- Using assembly themes to explore important aspects of both British heritage and other cultures

## **Community links**

Our academies have strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities that support local community organisations and wider, National events
- Hosting regular school events, for example shows, performances, showcases and community activities

## **Promoting fundamental British values**

We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum, age-appropriate material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries
- Teaching pupils a broad and balanced international history
- Representing the cultures of all our pupils within the curriculum
- Teaching a wide range of English and non-English literature
- Commemorating World War 1 and 2
- Demonstrating the historical importance of the Commonwealth
- Ensuring that all pupils have a voice that is listened to
- Demonstrating how democracy works by actively promoting democratic processes, for example, via an academy council
- Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view

- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths
- Using extra-curricular activities to promote fundamental British values

Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the academy, and to society more widely
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law
- An acceptance that people of different faiths and beliefs (and those with no faiths or beliefs) should be accepted and tolerated and should not be subject to prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination
- The ability to make positive contributions to society, as responsible citizens
- The skills to collaborate critically, respectfully and creatively
- The opportunity to feel happy and valued in who they are, and respect others and themselves as unique individuals

## **Monitoring and Evaluation**

We listen to the views of our pupils and their parents/guardians. We operate an open-door policy for the sharing of views regarding SMSC development in our academies.

SMSC provision is reviewed in the following ways:

- The monitoring of Teaching and Learning and work scrutiny by the Principal, Head of Years, and governors as part of our general monitoring
- Regular discussions at staff and governors' meetings
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society
- The sharing of classroom work and practice

This policy will be reviewed at a minimum every 3 years. At each review, it will be shared with the full Governing Board.