



Lakelands
Academy

Spiritual, Moral, Social and Cultural (S.M.S.C.) POLICY

**NEXT REVIEW:
SPRING 2022**

Introduction

At Lakelands Academy, we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their own social and cultural traditions and an appreciation of the diversity and richness of other cultures. The academy will strive to make sure that young people understand how the culture(s) they inhabit, influence their thinking.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this should be recognised in each area of the curriculum. Staff should model and promote expected behaviour, treating all people equally as unique and valuable individuals and showing concern and respect for students and their families. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. The academy community will be a place where students can find acceptance for themselves as unique individuals and where they will be able to prepare to take their place in society.

Students should learn to differentiate between right and wrong. They should be aware that their actions affect other people. They will be encouraged to value themselves and others. Students will be encouraged to understand the need for rules and the need to abide by rules for the good of everyone. Academy, house, council and form responsibilities reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate students' work and achievements.

AIMS

- ☐ To ensure everyone connected to Lakelands Academy is aware of our values and principles.
- ☐ To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the academy.
- ☐ To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- ☐ To ensure that students know what is expected of them and why.
- ☐ To enable students to begin to develop an understanding of their own social and cultural environment and to develop an appreciation of the multiple cultures that now enrich our society
- ☐ To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development

Spiritual development is essential to help students value the uniqueness of all human beings. It involves reflecting on organised religion and the concept of a deity (an important focus of faith for many people) but also on different belief structures

not based around religion per se. Spiritual development includes opportunities for pupils to reflect on all the diverse aspects of human experience which inspire a sense of awe and wonder.

As an academy we aim to provide learning opportunities that will enable students to:

- ☐ Sustain their self-esteem in their learning experience.
- ☐ Feel happiness and pride
- ☐ Learn forgiveness, tolerance and responsibility
- ☐ Develop their capacity for critical and independent thought.
- ☐ Exercise their capacity for creativity, curiosity, questioning and exploring
- ☐ Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few
- ☐ Develop their 'emotional literacy' so they can express their feelings.
- ☐ Experience moments of stillness and reflection.
- ☐ Form and maintain worthwhile and satisfying relationships.
- ☐ Understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others
- ☐ Empathise with others at times of joy and tragedy
- ☐ Reflect on, consider and celebrate the wonders and mysteries of life.

In practice, this is delivered through:-

- A Religious Studies Curriculum which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- A PSHEE programme which involves all years in opportunities for discussion and reflection
- An assembly programme
- Educational enrichment trips, creative partnerships and visiting speakers to provide students with a range of experiences, to promote a sense of awe and wonder about the world
- Opportunities across curriculum areas to consider big questions, reflect on extraordinary achievements, and marvel at the wonders of the known universe.

Moral development

Moral development enables students to value and improve their relationships with others, and is central to the smooth running of our academy. As an academy we aim to provide learning opportunities that will enable students to:

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

In practice this is delivered through:-

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- An approach to behaviour modification used by all staff that is focused on reform, conflict resolution and restorative justice.
- Tutor time and curriculum based discussions based on moral issues.
- PSHEE programme for Years 7-11.
- Assembly themes on moral issues, developed and reinforced during tutor time.
- Fund raising activities for nominated charities, and contribution to national charity appeals/ events which encourage discussion around morality.
- The use of students in teams across the school: Student council; Prefect and Pastoral Prefect team; Green Group
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.

Social Development

Social development is the foundation for education in PSHE and many extra-curricular activities at Lakelands Academy. As an academy we aim to promote opportunities that will enable students to:

- ☐ Develop an understanding of their individual and group identity.
- ☐ Maintain and develop relationships within the school, working successfully with other students and adults in the community;
- ☐ Respond to the opportunities being offered, learning to show initiative and to take responsibility for their own learning and development within the school community;
- ☐ Gain an understanding of wider society through their family and carers, the school, local and wider communities;
- ☐ Learn about service in the school and in the wider community.
- ☐ Learn to work with others for the common good

In practice this is delivered through:-

- Interactions with all staff and with stakeholders of the school in an appropriate manner
- The use of students in teams across the school: Student council; Prefect teams; Green Group; Sports teams; House teams; Fundraising teams; and other clubs and societies
- Elected school council representative who represent views, ideas and concerns from their tutor groups
- Experience, in programmes of study, to support the development of skills in speaking, listening and reflection - where students learn with teacher interaction and support, but also with more independent study.

- PSHEE programme for Years 7-11
- IAG in school through pastoral and career advice. Subject specific advice is given at certain milestones in a student's life and a careers advisor offers support
- Participation in the wider community through work exposure/ experience opportunities and volunteer support work in the local community.

Cultural Development

Cultural development enables students to appreciate the 'added value' afforded to society locally, nationally and globally, because of its diversity of cultures. As an academy we aim to promote opportunities that will enable students to:

- ☐ Recognise the value and richness of cultural diversity in Britain, and how this has influenced individuals and society.
- ☐ Develop an understanding of their own social and cultural environment.
- ☐ Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- ☐ Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

In practice this is delivered through:-

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities
- PSHEE programme for Years 7-11.
- World Studies faculty led visits to other countries
- Assemblies – with opportunities taken to explore SMSC and cultural diversity.
- Curriculum areas across the school which explore "culture" as it relates to their subject areas.
- Safe access to the Internet in order to explore cultures and activities