



**SMSC  
POLICY**

## DOCUMENT CONTROL

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05	September 2020	Reviewed and updated – reference to sixth form students having access to personal development tasks as part of independent study periods.	Melissa Relph
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## **MISSION STATEMENT**

At West Lakes Academy we are committed to ensuring that all students have the opportunity to develop in to well-rounded human beings who have the skills and aspirations to continue with further study and be successful in the world of work. We believe it is our role to help students develop their own beliefs and make sound moral judgments based on tolerance, respect, and understanding of others to prepare them for life in modern Britain. This work is entwined with all curriculum areas and is based on our values; Respect, Freedom, Achievement, Resilience and Appreciation and our ethos 'changing lives through learning'.

This policy relates to the whole life of the academy and its role in promoting spiritual, moral, social and cultural development (SMSC). The academy has a full and comprehensive programme of PSHE, Citizenship and together with a coherent tutor, and assembly programme we ensure our students understand, value and have opportunities to demonstrate that they are responsible, reflective, resilient and active citizens with a strong awareness of British Values.

## **UNIVERSAL VALUES**

British Values are embedded into academy life through our pastoral system and provision and our whole curriculum;

**Democracy** is developed through student voice, and our PD, RW and History curriculum.

**The rule of law and knowing right from wrong**, this is promoted via our upholding of academy expectations and impeccable behaviour and tutor activities and assemblies.

**Individual liberty**, freedom of speech through discussion tasks and activities.

**Mutual respect** for others and their views and opinions and the integration and inclusivity of all students in the academy.

**Tolerance** as above this is one of our values identified by our student council, we show tolerance of those with different faiths and belief, cultures and lifestyles.

**Community cohesion** is developed via a number of activities, litter picking, visits to the care homes, volunteering, sports events, charity work.

**Citizenship education** is part of our personal development curriculum where we raise awareness and understanding of democracy, government and how laws are made and upheld.

## **SPIRITUAL DEVELOPMENT**

### **Aim**

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. It is characterised by reflection and the attribution of meaning to experience. Spiritual is not synonymous with religious. All areas of the curriculum may contribute to spiritual development. Spiritual education is about the search for meaning and purpose.

## **Objectives**

At West Lakes Academy the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

**In practice** at West Lakes Academy this is delivered through:

1. A religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
2. A PD programme for years 7-11, which includes an individual lesson of personal development for each year group. Sixth Form students are set tasks which enrich their personal development during their independent study periods.
3. A tutor programme which utilises tutoring to involve all years in opportunities for themed discussions, reading, oracy work and tasks to develop students to express their emotions and feelings and competitive quizzes to encourage learning and develop an awareness of core values as soon as students arrive.
4. An assembly programme to address the spiritual aspect of reflection – in particular using past and present role models from the world and encouraging community participation
5. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
6. Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
7. A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
8. A rewards system developing student self-esteem through certificates, praise postcards home, merits and awards at all levels;
9. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
10. The use of school council to involve students in the life of the school.

## **MORAL DEVELOPMENT**

### **Aim**

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The academy has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour. Students have devised their own moral values.

**In practice** – at West Lakes Academy this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of academy and classroom rules both inside and outside of lessons.
- Themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- PD programme for years 7-11 which includes an individual lesson of personal development for each year group. Sixth Form students are set tasks which enrich their personal development during their independent study periods
- Assembly themes on moral issues, which are then developed and reinforced during tutor time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: e.g. student council; prefect mentor.
- Supervised and filtered access to the internet together with regular assemblies focused on the dangers of the internet and related issues.
- Local, national and global incidents are discussed, which give an opportunity for teaching about morality and behaviour during lessons and include focus days, such as the Holocaust event.

## **SOCIAL DEVELOPMENT**

### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

### **Objectives**

Students will be encouraged to:

- Maintain and develop relationships within the academy working successfully with other students and adults in the academy community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the academy community;
- Gain an understanding of the wider society through their family and carers, the Academy, local and wider communities;
- Actively participate in the academy community and beyond into the wider community.
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**In practice**, at West Lakes Academy we provide opportunities for students to:

- Interact with all staff in the academy and with external partners of the academy in an appropriate and outstanding manner.
- The use of students in teams across the academy.
- Elected academy council representatives to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PD programme for years 7-11, which includes an individual lesson of personal development for each year group. Sixth Form students are set tasks which enrich their personal development during their independent study periods
- Experience excellent careers information, advice and guidance in school through PD, pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life. This includes work experience.
- Participate in the wider community through volunteer support work and community projects in the local community.

## **CULTURAL DEVELOPMENT**

### **Aim**

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The academy will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

### **Objectives**

The students will be encouraged to:

- appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills
- recognise that similarities and differences may exist between different societies and groups;
- experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- broaden, develop and enrich their interests and insights through interacting with opportunities the academy and the wider community provides.

**In practice** at West Lakes Academy we encourage:

- 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 – in order to better understand other cultures and ways of life.

- PD programme for Years 7-11, which includes an individual lesson of personal development for each year group. Sixth Form students are set tasks which enrich their personal development during their independent study periods
- MFL/Historical visits to other countries such as France, Spain and Belgium
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance Day, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
- Provision of a quiet room for reflection and prayer for Muslims on Fridays and to be set aside for specific religious activities such as Ramadan for example.
- Topic work across the academy which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning

### **ROLE OF SENIOR LEADERS AND KEY STAFF**

- To undertake audits and observations of department developments in SMSC provision
- To promote and facilitate enrichment events in the academy.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the academy’s support for SMSC.
- To oversee a database of student involvement both inside and outside of school.
- To encourage staff and students to be involved in enrichment activities, which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

### **EXPECTATIONS OF STAKEHOLDERS**

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the academy community.