



LWS Academy Trust

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL. Tel: 01489 582684
www.lordwilson.org.uk

Spiritual, Moral, Social and Cultural (SMSC) POLICY

Aims

At LWS Academy we understand that developing pupils' spiritual, moral, social and cultural (SMSC) understanding is an important part of the individualised curriculum we deliver, and plays a significant role in their ability to **achieve**. Through SMSC, pupils at the Academy will be given the **opportunity** to explore and develop their own values and beliefs, spiritual awareness, a positive attitude towards others and to value the civil and criminal law in England. Pupils will be **encouraged** to improve their awareness of other cultures and recognise the benefit of diversity across communities. Throughout an Academy wide approach, pupils will have the chance to make informed decisions and positive behaviour choices. Pupils are supported in accepting responsibility for their actions, and to consider how they can make amends through worthy contributions to the Academy and their own communities.

In promoting SMSC pupils will explore the fundamental British values which are: democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith. These British Values link directly to the Academy's SMSC curriculum and units within the PSHE curriculum.

Spiritual Development

Spiritual development will allow pupils to value everyone as a unique human being, and to recognise different faiths, religions and belief structures prevalent in Britain and around the world. This may include, but is not limited to Christianity, Judaism, Islam, Rastafarianism, Hinduism, atheism and agnosticism.

The Academy aims to provide spiritual learning opportunities that enable pupils to:

- Develop their capacity for critical and independent thought
- Experience moments of reflection and mindfulness
- Demonstrate empathy and understanding
- Reflect and consider their feelings about the known and unknown aspects of life
- Improve self-esteem and positive mental health.

Moral Development

Moral development will give pupils the capacity to make informed decisions regarding right and wrong, to improve their moral reasoning and to understand how their actions may impact others quality of life. Pupils will acquire greater understanding of democracy and respect for the law in Britain.

The Academy aims to provide moral learning opportunities that enable pupils to:

- Recognise the unique value of individuals
- Act with respect, responsibly and integrity
- Distinguish right from wrong across a variety of contexts



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- Make informed and independent judgements

Social Development

Social development will encourage pupils to work with and alongside others, increasing their ability to function within society successfully and to make positive contributions to the community.

The Academy aims to provide social learning opportunities that enable pupils to:

- Develop a sense of self and a group identity
- Learn about the benefits of teamwork to achieve a common goal
- Reflect on and recognise effort put forth by others
- Make decisions that improve their own and others quality of life
- Demonstrate respect and tolerance

Cultural Development

Cultural development will enable pupils to explore and appreciate how cultural influences from around the world have shaped life in modern Britain. In addition, pupils will improve their awareness and respect for cultures different to their own and use this knowledge to enrich creativity and imagination.

The Academy aims to provide cultural learning opportunities that enable pupils to:

- Recognise and value cultural richness and diversity
- Develop a sense of cultural self-identity
- Improve their understanding of local, national, European and global foundations

Strategies for Implementation

The Academy will develop pupils SMSC awareness by providing differentiated learning opportunities across the academic and therapeutic curriculum in the following areas:

Individual Subjects	Project Based Learning	Therapeutic Interventions	Pathways
Maths English Science Technology Arts/Music PE PSHE Life skills	Health STEM Create	Mindfulness FEIPS Social skills ELSA Therapeutic story writing	College Work experience Alternative providers



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Learning opportunities to develop SMSC in curriculum areas will be considered in the planning stage and may include:

- Discussions – paired, small group and whole class
- Independent research and guided discovery
- Opportunities for social engagement
- Practical tasks designed to reflect the real world
- Opportunities for teamwork
- Reflection – self assessment and peer critique
- Educational visits
- Visitors and guests from the wider community
- Community based learning

In addition, the timetable includes a dedicated SMSC session. This will be available to all Key Stage 3 pupils and the majority of Key Stage 4 pupils (depending on their personalised timetable). These sessions will follow a common theme (see Appendix A) and will be delivered with the Academy expectations of incorporating the LWS GROW model, traffic lights and Think Pink, Go Green marking policy where appropriate.

Evidencing Learning

Learning opportunities for SMSC may be evidenced across the Academy in several ways, including the Academy website, twitter feed, displays in classrooms and shared spaces, evidence in subject books, group learning files and traffic lights.

Monitoring, Evaluation and Review

SMSC provision will be monitored by the Teaching Leaders mainly via learning walks (SMSC is a criterion for LWS learning walks), book sampling, department reviews (including planning, evidencing work, marking and pupil feedback) and self-evaluation (using the Hampshire School Self-Evaluation Tool for the Promotion of SMSC Development). Feedback and strategies for improvement will be shared regularly with the Senior Leadership Team. Directors will be formally updated regarding the success, strategies and changes relating to SMSC provision at suitable intervals throughout the academic year.

Staff CPD

LWS Academy will provide staff with regular training opportunities to improve the quality and delivery of SMSC. Areas identified from monitoring and evaluation will inform the training to be offered to teachers and, if appropriate the therapeutic intervention team. CPD opportunities may include:

- Sharing examples of good practice
- Highlighting sources of information and appropriate resources
- Support at the planning phase to maximise SMSC inclusion in teaching and learning opportunities across the curriculum



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- Teachers meeting and INSET focusing on specific aspects of SMSC
- Support and guidance in addressing topical, sensitive and controversial issues (TSCI)
- Teaching Leaders disseminating external CPD to the staff team

Adopted by Governing Body _____

Review Date: July 2017	Reviewed:	Signed:
Review Date:	Reviewed:	Signed:



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Appendix A – SMSC session themes

Term	Topics	Key themes
Autumn 1	Faith and beliefs	1 Life after death? 2 Agnostic v atheist 3 Hinduism 4 Rastafarianism 5 Islam 6 Judaism 7 Consumerism and religious celebrations.
Autumn 2	Tolerance	1 Gender inequality 2 Sexuality and identity 3 Challenging international stereotypes 4 Faith tolerance 5 Community cohesion 6 Immigration 7 Salad bowl UK 8 Salad bowl UK
Spring 1	Democracy	1 Types of government 2 Democracy in action 3 UK voting system 4 Political ideologies 5 UK democracy 6 UK democracy 7 Review session
Spring 2	Law	1 Why laws? 2 Rights, responsibilities and duties 3 Crime and punishment 4 Reparation or retribution? 5 Rehabilitation 6 Influence on UK law
Summer 1	Liberty	1 Multi-cultural UK 2 Faith and the law 3 Human rights - protection 4 Human rights – standard of living 5 Human rights - equality
Summer 2	Cultural	1 Multi- cultural UK 2 Europe and the UK 3 Poland 4 World Games 5 World Games 6 World Games



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