



Policy for Spiritual, Moral, Social and Cultural Development.

Adopted	January 2023
Reviewed	
Person responsible	Lucy Kirsch

British Values

Our Values Statement

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities. Our PSHE curriculum gives specific teaching with regard to British values.

'British Values' have been identified as:

Democracy:

Our PSHE curriculum gives specific teaching with regards to democracy, rule of law, the ability to make choices and hold opinions and equality and justice for all.

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council and we also collaborate with two local mainstream schools to form a joint pupil council which plans inclusion and integration events.

Rule of Law:

We involve pupils in deciding upon school rules, helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We help pupils to understand the connection between actions and consequences. This enables pupils to feel safe and secure; which in turn, promotes optimum conditions for learning.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms an important part of our curriculum. We place emphasis on providing engagement with and participation in events and celebrations which broaden all pupils' experiences of, respect for and awareness of others.

Our lessons help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places of worship and cultural significance. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Lakeside School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Spiritual, Moral, Social and Cultural (SMSC)

Lakeside School has a strong commitment to the personal and social development of all pupils. The school vision and aims, created by all the staff, supports positive spiritual, moral, social and cultural feelings, values and attitudes in all pupils.

What is SMSC – Spiritual, Moral, Social and Cultural development?

Here is a summary to explain SMSC – it is personalised for all our students in Lakeside School.

Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil's SMSC development is seen for example in:

- Taking part in a range of activities to promote social skills
- Developing an awareness of and respect for diversity
- Developing an appreciation of music, art and cultural heritage
- Developing an understanding of the difference between right and wrong.
- Developing the communication skills which enable pupils to make choices about likes/dislikes.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at Lakeside School. This integrated approach ensures that aspects of SMSC are considered in all subject areas. The senior leadership team assesses effectiveness of SMSC across the curriculum and Governors monitor it's

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Promoting the values of friendship and trust at all times – through after school activities , outings organised clubs
- Inviting religious and community leaders into the school for special events
- Paying for theatre companies and travelling musicians to come to the school
- Joining with local schools for joint events

Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage governors, families and community
- Hear our student voice
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices.