



SMSC at Lealands High School 2024/25

WHAT IS SMSC?

Social, moral, spiritual and cultural education at Lealands High School is a fundamental and integral part of our taught and wider curriculum. In the provision of SMSC for our students we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and 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.

How do pupils show their understanding and development in the areas of Spiritual, Moral, Social and Cultural Education (SMSC)?

Spiritual

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

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

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

Pupils' moral development 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 being able to understand and appreciate the viewpoints of others on these issues.

Social

Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Pupils' social development 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

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

Pupils' cultural development 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 school 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 understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

SMSC AT LEALANDS HIGH SCHOOL

SMSC forms an integral part of our ethos at Lealands High School and aspects of SMSC are clear in our policies, our structures our procedures in school and our curriculum both in and out of the classroom.

Assemblies

A well planned and delivered assembly programme for all year groups tackles issues where students have to engage in issues related to their lives and ensures that SMSC is explicit throughout the themes during the year. These assemblies promote tolerance and understanding of each other as well as thought provoking discussion and debate. All members of our school community are required to attend one assembly per week and each member of staff is linked to a year group. During all assemblies students engage in a 'moment of reflection' to focus their minds in silence on the theme of the week. At the core of many of our assemblies are our core school values of *Respect, Responsibility and Excellence*.

Religion and Society

All students study Religion and Society at both Key Stage 3 and Key Stage 4. Religious Studies is also an option for students in KS4. These courses enable students to explore and question their own moral stances, (regardless of whether they follow a faith or not) on a wide range of subjects and issues relevant to modern life and also to study the beliefs of Christians, Muslims and Hindus related to these subjects.

Within the Religion and Society curriculum both in KS3 and KS4 there are numerous opportunities for students to engage in discussion and group work related to moral dilemmas. These include issues such as euthanasia, abortion, sex outside marriage, racism, homosexuality etc. Students engage in these subjects with interest and enthusiasm and think deeply about their views and the views of others. Evidence from lesson observations and learning walks show us that students regularly demonstrate maturity of thought and reflectiveness and are willing to discuss openly their thoughts and opinions on a range of controversial and difficult issues.

Character and Culture

Each week, every year group has a Character and Culture session within Tutor time which covers values and personal qualities that students can develop over time. These include leadership, communication, resilience, organisation, kindness and avoiding harm. The curriculum is designed to build on these subjects throughout the 5 years. Students have the opportunity to discuss views and express opinions in a safe setting with their peers and tutor.

Student Voice

Our student Voice groups are open to all students who wish to take part in projects and participate in this way to school life. Within our Student Voice initiatives there are numerous ways that students can get involved in school improvement and have a real impact on helping to improve the school for all students by volunteering for one off projects or for responsibilities such as peer mentoring, student buddying and student leadership.

Leadership opportunities across the school are numerous and the number of volunteers and candidates for all these leadership responsibilities indicate how responsive students are. Most students demonstrate their willingness to contribute positively to the school community.

Pastoral structures and behaviour management.

Our ethos and pastoral structures in school emphasise the principles inclusion for all students, restorative practice and celebration of success. Our Heads of Year and Pastoral Support Managers work closely with other members of staff including SLT, to ensure that students are listened to and given the opportunity to voice their opinions. These principles have helped staff to forge trusting relationships with students and to work together for the benefit of everyone.

During tutor time each week on Mondays and Fridays, students take part in 'checking in and checking out' These sessions allow students to share their thoughts, targets, aspirations, feelings and concerns in a safe environment with their tutor and other members of their tutor group. Students have learnt that there is always someone in school that they can trust to help and support them when they

find themselves in difficulty and that they will be listened to even when things are not going well.

Work of external speakers and groups

Planned within the school curriculum are a number of interventions run by Youthscape, Resolutions, The Flavasum Trust and other external agencies which enhance the spiritual development of students. During these sessions and at these events, students demonstrate their understanding through their discussions and work produced as well as their general reaction to tackling difficult and sensitive subjects of both a religious and non-religious nature.

During external events and presentations (such as the anti-bullying workshops, and 'Evaluate RSE presentations') students share ideas and opinions extremely well and participate fully in activities. Feedback from these providers states how enthusiastic and open our students are.

Whole school events and celebrations such as the Remembrance Day Service on the field, and regular rewards ceremonies show students have an advanced understanding of the spiritual and respond well to the experiences on offer. This is evident also in the responses to Performing Arts and Dance performances where students show total respect and understanding of the achievement and successes of others.



Social, Moral, Cultural and Spiritual Provision 2024 - 25

<u>SPIRITUAL</u>	<u>MORAL</u>
<p>Assemblies programme with reflection Value of the month Remembrance Week / Service Believing in God – R&S curriculum KS3 RS curriculum – Knowledge of major world religions Youthscape Intervention Checking in / Checking out – tutor time Spiritual themes in religion and Society Christmas concert Rewards Assemblies Shoebox project Charity fundraising Character and Culture sessions in Tutor time</p>	<p>Religion and Society curriculum Moral issues, racism, sex and relationships, drugs/alcohol education, abortion, euthanasia, human rights, environment, bullying, homosexuality, divorce, family issues, Fairtrade etc... (see curriculum details) Asdan – reading groups at Parklea Juniors Restorative Approach - Ethos Student Leaders / Peer Mentors Sex and Relationship Education Anti Bullying activities Shoebox Appeal McMillan Events NCS participation Duke of Edinburgh volunteering</p>
<u>SOCIAL</u>	<u>CULTURAL</u>
<p>Student Voice Projects and activities Rewards assemblies Peer mentoring activities and training Charity fundraising Blue Peris, Duke of Edinburgh Breakfast Club Reward Trips and events Visits abroad Experience Day LEAP Provision Transition Activities Summer School / camps Student Voice Macmillan coffee morning</p>	<p>Curriculum elements in English, Cit, R&S, Drama, Dance, Art etc. Cultural Heritage Day Performing Arts and Dance events Cultural food days /themed lunches Black History Month events Religious Festivals curriculum – Ramadan, Eid ul Fitr, Diwali, Easter, Christmas, Hanukkah Work Experience Theatre visits International themed Sports Day Christmas Jumper Day – fundraising International dress day World Book Day celebrations Cultural Awareness Day</p>