



**KIDGATE
ACADEMY**

SMSC Policy

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Approved by:	LGB	TBC
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Lincolnshire Gateway
Academies Trust

At Kidgate Academy, spiritual, moral, social and cultural (SMSC) development is central to our pupils' personal development, wellbeing, learning and preparation for life in modern Britain.

Our approach is rooted in the Kidgate values of Respect, Resilience and Kindness. These values shape how pupils learn, behave, build relationships, respond to challenge and contribute to their school and wider community.

1. Purpose and aims

This policy explains how Kidgate Academy promotes pupils' SMSC development through the taught curriculum, assemblies, relationships, behaviour expectations, enrichment and the wider life of the school.

We aim to ensure that every pupil:

- develops self-knowledge, confidence, self-esteem and a sense of identity;
- can reflect on experiences, beliefs, values and the wider world;
- understands the difference between right and wrong and takes responsibility for their choices;
- builds respectful, positive relationships and participates constructively in school and community life;
- appreciates cultural diversity and develops respect for people with different faiths, beliefs and backgrounds;
- understands and actively demonstrates the fundamental British Values; and
- is prepared for the opportunities, responsibilities and experiences of later life.

2. Our values: the Kidgate Way

The Kidgate Way provides a shared language for SMSC development and for the conduct expected from pupils and adults.

Respect

We listen carefully, value ourselves and others, respect difference, care for our environment and understand why agreed rules and boundaries matter. We can disagree appropriately while protecting the dignity and rights of others.

Resilience

We approach challenge with courage, learn from mistakes, manage setbacks and seek help when it is needed. We reflect on our choices, repair relationships and understand that improvement comes through effort, responsibility and perseverance.

Kindness

We show empathy, compassion and consideration through our words and actions. We include others, notice when someone needs support and understand the positive contribution we can make locally, nationally and globally.

3. The four areas of SMSC development

The four aspects are closely connected. Pupils encounter them across subjects and in everyday school life rather than as isolated activities.

Spiritual development

Spiritual development enables pupils to explore beliefs, experience awe and wonder, understand themselves and reflect on the meaning and value of their experiences. It includes, but is not limited to, religious faith.

Pupils are given opportunities to:

- reflect on their feelings, experiences, values and sense of identity;
- explore faiths, beliefs and worldviews with curiosity and respect;

- use imagination and creativity in learning;
- experience fascination, enjoyment and wonder in the natural and human world; and
- consider how Respect, Resilience and Kindness guide their decisions and aspirations.

Moral development

Moral development enables pupils to recognise right and wrong, understand consequences and use reasoned judgement when considering ethical issues.

Pupils are given opportunities to:

- understand and follow the law, school expectations and the Kidgate Way;
- take responsibility for their behaviour and understand its effect on others;
- discuss moral and ethical questions, listen to different viewpoints and explain their own;
- challenge discrimination, prejudice, bullying and injustice; and
- make amends, learn from mistakes and make increasingly thoughtful choices.

Social development

Social development enables pupils to work and live successfully with others and to participate positively in different communities.

Pupils are given opportunities to:

- cooperate, take turns, negotiate, lead and resolve disagreements constructively;
- form healthy relationships and recognise when and how to seek help;
- contribute through pupil leadership, the Student Council, Academy Ambassadors and community activity;
- work with pupils and adults from different backgrounds; and
- develop the confidence and social understanding needed for the next stage of education and later life.

Cultural development

Cultural development enables pupils to understand, appreciate and contribute to the wide range of cultural traditions and influences that shape their own lives and those of others.

Pupils are given opportunities to:

- learn about the heritage and diversity of Louth, Lincolnshire, the United Kingdom and the wider world;
- participate in and respond to art, music, literature, drama, sport, history and other cultural experiences;
- explore different religions, festivals, traditions, languages and ways of life accurately and respectfully;
- recognise shared human experiences as well as differences; and
- reject stereotypes and demonstrate positive attitudes towards diversity.

4. Fundamental British Values

Kidgate Academy actively promotes democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. These values are taught in an age-appropriate way and are reinforced through daily school life.

- Democracy: pupils express views, take part in discussion and debate, vote in elections and contribute through pupil leadership and pupil voice.
- The rule of law: pupils understand why laws, rules and boundaries protect people, and why actions have consequences.
- Individual liberty: pupils develop confidence to make safe, informed choices, express views respectfully and understand their rights and responsibilities.

- Mutual respect: pupils treat others with dignity, recognise equality and challenge unkindness or discrimination.
- Tolerance of different faiths and beliefs: pupils learn about a range of faiths and worldviews and understand that people may hold beliefs different from their own.

The school takes a balanced and impartial approach to political issues. Partisan political views are not promoted, and where political issues are discussed pupils are offered a balanced presentation of opposing views appropriate to their age.

5. How SMSC is implemented

Curriculum and teaching

All curriculum areas contribute to SMSC development. Teachers identify meaningful opportunities within subject content and avoid superficial or tokenistic links. Particular contributions include:

- religious education, which develops knowledge of religions and worldviews and respectful reflection on questions of meaning and belief;
- PSHE and relationships education, which develop wellbeing, healthy relationships, safety, citizenship and responsible decision-making;
- English, history, geography, science and the arts, which expose pupils to diverse voices, moral questions, human achievement and cultural traditions;
- physical education and sport, which develop teamwork, fair play, self-discipline and resilience; and
- computing and online-safety education, which develop respectful, safe and responsible digital citizenship.

Teaching encourages high-quality talk, reflection, questioning, reasoned disagreement and the respectful consideration of different perspectives. Resources and examples are selected to represent diversity accurately and to challenge stereotypes.

Assemblies and wider opportunities

SMSC is reinforced through assemblies, class discussion, educational visits, visitors, clubs, performances, competitions, celebrations, pupil leadership and charitable or community activity. Pupils have regular opportunities to share ideas, celebrate achievement, reflect on significant events and learn from people beyond the school.

Relationships, behaviour and safeguarding

Adults model Respect, Resilience and Kindness in their conduct and language. Behaviour expectations, restorative conversations and recognition systems help pupils understand the effect of their choices, take responsibility and repair harm. The school provides a safe environment in which pupils can express concerns and know that adults will listen and respond.

SMSC work is adapted sensitively where pupils have SEND, communication needs, trauma or other vulnerabilities. No pupil is expected to disclose personal experiences. Any safeguarding concern arising from discussion or activity is reported in accordance with the Safeguarding and Child Protection Policy.

Equality, inclusion and reasonable adjustment

SMSC provision is inclusive and accessible to all pupils. Staff make reasonable adjustments so pupils with SEND can participate meaningfully. The school promotes equality, challenges discriminatory language and practice, and does not treat any pupil or family less favourably because of a protected characteristic, faith, belief or background.

Partnership with families and the community

Kidgate values a strong partnership with parents and carers and maintains links with community groups, places of worship, local organisations and visitors. These partnerships broaden pupils' experience and strengthen their sense of belonging, service and responsibility. Families are

informed where appropriate about significant activities and are encouraged to contribute to school life.

6. Roles and responsibilities

- The Local Governing Body provides strategic oversight and assures itself that SMSC and fundamental British Values are promoted effectively.
- The Principal ensures that this policy is implemented, resourced and aligned with safeguarding, curriculum, behaviour, equality and personal development priorities.
- The PSHE/personal development lead coordinates provision, supports staff, gathers evidence and reports strengths and priorities to leaders.
- Subject and phase leaders identify and review meaningful SMSC opportunities within their areas.
- All staff model the Kidgate values, create an inclusive climate and use opportunities to develop pupils' reflection, responsibility and respect.
- Pupils are encouraged to contribute their views and to demonstrate Respect, Resilience and Kindness in their learning, relationships and wider contribution.

7. Monitoring, evaluation and impact

The school evaluates SMSC as part of its wider monitoring of curriculum quality and personal development. Evidence may include curriculum plans, learning walks, work scrutiny, pupil and staff voice, participation records, behaviour and safeguarding information, assemblies, enrichment records and feedback from families or community partners.

Leaders consider the quality, consistency and impact of provision, including whether all groups of pupils can participate and benefit. Findings inform staff development, curriculum refinement and the academy development plan.

We expect pupils increasingly to:

- show self-awareness, confidence, curiosity and an ability to reflect;
- distinguish right from wrong, understand consequences and take responsibility;
- build positive relationships, cooperate and resolve differences respectfully;
- appreciate diversity and challenge prejudice or discrimination;
- understand fundamental British Values and contribute responsibly to school and community life; and
- demonstrate Respect, Resilience and Kindness consistently and with growing independence.

8. Links with other policies

This policy should be read alongside the academy's policies and guidance for:

- Safeguarding and Child Protection;
- Behaviour and Relationships;
- Curriculum, Teaching and Learning;
- Religious Education, PSHE and Relationships Education;
- Equality and Accessibility;
- SEND;
- Online Safety; and
- Educational Visits and Visitors.

9. Review

This policy will be reviewed annually, or sooner where there are changes to statutory guidance, academy practice or identified need. The Local Governing Body will approve the policy and monitor its implementation.