



## The Lyceum School SMSC Policy

At The Lyceum, we recognise that the personal development of children – spiritually, morally, socially and culturally (SMSC) – plays a significant role in their ability to learn, achieve and be happy. Our aim is to provide an education that provides children with the opportunities to explore and develop:

- Their self-knowledge, self-respect and self esteem
- Their own values and beliefs
- Their own spiritual awareness
- Their own high standards of personal behaviour
- Their critical thinking skills
- A positive, caring and respectful attitude towards other people
- An understanding of their own social and cultural traditions
- An appreciation of the social and cultural traditions of others

We facilitate opportunities in the 4 areas of SMSC in the following ways:

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.

**This is developed by:**

- Giving pupils opportunities which allow them to explore values and beliefs including religious beliefs which impact on people's lives. This is achieved through assemblies, visits to local places of worship, guest speakers and RE/PSHE lessons
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on others. This is achieved through PSHE, literacy, drama, music, dance and circle of friends

- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected. This is achieved through celebration assemblies, themed days and School Council
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment. This is achieved through EYFS outdoor learning weekly walks and visits to nearby parks and open spaces
- Accommodating difference and respecting the integrity of individuals. This is achieved through Awe and Wonder (our weekly wonder wall question), School Council, assemblies on diversity, anti bullying lessons, PSHE lessons and weekly awards

Pupils' **moral development** is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues

**This is developed by:**

- Providing a clear moral code for behaviour which is promoted and reinforced consistently throughout the school. This is achieved through promotion of the behaviour policy, weekly awards, anti-bullying lessons and poster, e-safety classes, PSHE lessons
- Promoting equality relating to; gender, race, religion, ethnic origin, sexual orientation, age, disability. This is achieved through PSHE lessons, equal opportunities policy, SEN policy and EAL policy
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example truth, justice, right and wrong, fairness. This is achieved through topic work, history lessons, drama, assemblies, School Council, community visitors including the police, fire brigade and Hackney Transport Safety Team
- Creating an open and safe learning environment in which pupils can express their views and practise moral decision making. This is achieved through circle times sessions, School Council, PSHE lessons, music and drama lessons, safe guarding sessions with pupils, staff and parents
- Rewarding expressions of moral insight and desirable behaviour. This is achieved through celebration assemblies
- Actively modelling the values we wish to promote such as fairness, respect, pupil welfare etc. This is achieved through whole school charity events and celebration/themed assemblies
- Recognising and respecting different cultural groups represented in the school and the wider community. This is achieved through RE lessons, trips, the celebration of

religious festivals, classes leading themed assemblies and class visits by parents and guest speakers

- Encouraging children to take responsibility for their actions. This is achieved through circle time sessions, PSHE lessons, encouraging children to respect personal and whole school property, caring for the environment, behaviour expectations
- Reinforcing the school's values. This is achieved through the use of posters, displays and the wonder wall

Pupils' **social development** is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**This is developed by:**

- Fostering a sense of community with common, inclusive values. This is achieved through assemblies, commemorating Remembrance Day and other significant national events, involvement with the Parent Social Committee initiatives including the Summer and Christmas fairs, partnership with local church and other religious places of worship, relationships with local community centres including, monthly open morning child led tours
- Promoting equality relating to; gender, race, religion, ethnic origin, sexual orientation, age, disability. This is achieved through PSHE lessons, inclusion policy, equal opportunities, SEN policies
- Encouraging children to work cooperatively. This is achieved through mixed year group curriculum events, mixed year group residential trips
- Encouraging children to recognise and respect social differences and similarities including where they live, different family models, age issues etc. This is achieved through the reading of specific 'family' books found in the school library, RE/PSHE lessons, English and drama lessons, assemblies and the weekly meetings of the SLT
- Providing positive corporate experiences such as live theatre and special curriculum events. This is achieved through school productions, music competitions, performance/talent assemblies, class assemblies, Summer Pudding, Performing Arts Club and internal and external theatrical/music performances
- Helping pupils develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect and moral principles. This is achieved through class assemblies, guest speakers, charitable collections such as harvest food donations, visits within the local community and supporting pupils' fund raising initiatives

- Providing opportunities for children to participate in democratic processes and in making community decisions. This is achieved through School Council, Debate Mate Club and voting in class on a variety of issues
- Providing children with opportunities to exercise leadership and responsibility. This is achieved through Council Representatives and Year 6 road wardens
- Welcoming members of the wider community into school and keeping them informed of developments and news. This is achieved through school open days, school website, newsletters, weekly post, notice board, sports tournaments and competitions and the school Instagram account

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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.

**This is developed by:**

- Celebrating the attitudes, values and traditions of diverse cultures. This is achieved through visual wall displays, Geography, History, Art, Music and English lessons, assemblies, international/themed days and drawing on the diverse parent cultural backgrounds through story reading in other languages and sharing customs, food and clothing
- Recognising and nurturing individuals' particular gifts and talents. This is achieved through themed events and weeks, performance recitals, local events within the community and ISA schools, weekly general knowledge club
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness. This is achieved through links to local museums and centres, drama, music and dance groups, visiting performers and visits to external performances including live theatre, music concerts and sporting events
- Reinforcing the school's cultural values. This is achieved through displays, photographs and themed events
- Using ICT and the internet to extend partnerships with those from other cultural backgrounds. This is achieved through links with other schools both in the UK and abroad

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