



**KIDGATE
ACADEMY**

SMSC Policy

Date reviewed:	September 2025	
Approved by:	LGB	October 2025
Next review due by:	As desired	

For Office Use Only:

Policy Version: 1.0

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Lincolnshire Gateway
Academies Trust

At Kidgate Academy, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning environment.

Kidgate Academy's ethos and values

We believe that our school values truly mould a positive society. *Courage, Kindness and Respect* underpins everything we all feel is important. Our vision and values are linked explicitly to our curriculum which has been organised to inspire and challenge all learners, aspiring to be ambitious, broad and balanced. It is our aim that all children will be provided with wider opportunities to develop life-long learning skills and develop their own interests to succeed in the future.

PRIDE - We feel the children feel more positive and connected to their school, see themselves as learners, better understand their learning and growth. They take pride in their work and being part of the Academy.

ACHIEVEMENT - As a core value, achievement requires that everyone works to achieve their goal. It is important to recognise and support the achievements of all our children and young people. This can help to develop their confidence and motivation for learning. It can also help them to reflect on their own learning and plan appropriate next steps.

'Everyone is an Achiever.'

CONFIDENCE - We believe that every child should be confident in their ability to succeed in school and the wider world. If our children are confident, they believe in their abilities and can strive to achieve their goals. They are also more willing to try new things, which aids their learning.

EFFORT - Every new success that the children reach through their efforts boosts their confidence in themselves and their abilities. Effort keeps the children focused on success. As their effort brings their goals closer, their motivation and willpower increase as they achieve success.

Guidelines

SMSC is delivered throughout the curriculum and through the enrichment activities we hold in and out of school. We offer regular educational trips and welcome workshops from outside professionals such as careers advisors to athletes, and STEM workshops.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The spirituality, values and principles or a range of religions will be explored in all curriculum areas, especially in RE lessons and assemblies, the integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals. The school community will be a place where pupils can find acceptance for

themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and boundaries and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To ensure that British Values are frequently and purposefully promoted

- **Spiritual Development**

Spiritual development is not confined to faith alone. It is about respecting and celebrating one another's beliefs and religion. Building relationships and allowing the feelings of others whilst enjoying and exploring the world around them. Children are encouraged to be creative and use their imagination throughout their work and play. Reflection on our practice and experiences are promoted for better futures.

- **Moral Development**

Children are encouraged to make the right choices and take responsibility of how our actions may affect others, taking account of the consequences. The views and opinions of all others are considered and respected. The importance of following rules and boundaries are in place and are always promoted throughout the academies.

- **Social Development**

A variety of opportunities for socialising are provided and supported by the Academy Ambassadors and the Student Council. This includes activities for mixed abilities, cultures, classes and key stages. Social events are regular occurrences, and the community are often invited to join in celebrations and workshops within the school. Extra-curricular opportunities are provided, such as educational visits and after school clubs to all children regardless of their background or abilities.

Children are guided and encouraged to resolve their own conflicts effectively using positive social attitudes. We respect others' interests and beliefs and understand how they differ to our own.

- **Cultural Development**

We understand and appreciate different cultural influences and celebrate these with visits and workshops to support our knowledge and understanding. We learn about local heritage

and history amongst the community. The children engage in musical, art, sport, and religious activities such as Hinduism dancing, playing musical instruments and competing in sports competitions.

Religious events are celebrated across the academies such as Chinese New Year, Eid and Diwali as a show of respect and consideration to how others live their lives. We have positive attitudes towards different religions and ethnic groups are promoted in school and in the wider community.

British Values

Our schools focus on British values as part of their everyday learning. They include:

- Democracy
- The rule of law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

These are promoted in a variety of ways across the academies including the running of Academy Ambassadors, School Councils and PACE awards. These are voted for through school election processes, highlighting the importance of democracy.

Up-to-date behaviour policies are promoted and widely acknowledged by all pupils throughout all the academies, demonstrating a high standard of behaviour, respect and conduct at all times. This includes the dress code and is also followed by staff and leadership too.

Class rules are discussed, adapted and put in place with the teacher and pupils to gain a mutual respect. We have regular educational visits from inspirational people who help us in the community and engage the children in workshops and demonstrations. This also empowers PSHE lessons, following the national curriculum.

Implementation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. SMSC links are made with learning experiences and enrichment opportunities.

The school Student Council and British Values display board is updated regularly, showcasing events and community links that have occurred. A class portfolio book is kept to evidence work throughout the school by the PSHE lead.

Class discussions and circle time and assemblies give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with peers, friends and adults who care for them.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other in a variety of ways including discussion and debate.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school through workshops, celebrations, engagement in children's learning, aspirational talks and demonstrations.
- Links with the local church are fostered with strong relationships with the Canon.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil in a multitude of ways including regular invites into school to engage in their children's learning, Teams for messaging services and a way for the class teacher to show work and events online. We also invite parents in for events, celebrations, reading sessions, and workshops including SATs and Phonics.
- Pupils will be taught to appreciate their local environment and the importance of being one of the most popular seaside resorts in the UK and to develop a sense of responsibility and pride to it.

Impact

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Because children have developed a good understanding of British Values, they make a positive contribution as responsible citizens.