



Spiritual, Moral, Social, and Cultural (SMSC) Policy

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1. Introduction

Keys Group is committed to creating safe, nurturing, and inclusive environments where every student can thrive emotionally, socially, and academically. Our students, many of whom have experienced exclusion from mainstream education due to complex needs, challenging behaviours, or trauma, benefit from a bespoke approach that fosters their spiritual, moral, social, and cultural development.

We recognise that many students arrive with unmet basic needs and a history of instability. Our schools provide stability, care, and a sense of belonging, enabling students to develop self-confidence, resilience, and a positive sense of identity within a supportive community.

Our approach is underpinned by respect for all faiths, beliefs, and cultures, aligned with British values and the principles of equality and inclusion.

At Great Oaks College we recognise that education should not solely be concerned with the development of knowledge and skills but should also encompass the personal development of each young person. We understand that the social, moral, spiritual and cultural development of our students plays a significant part in their ability to learn and achieve. Our curriculum focuses on the holistic development of the individual, addressing all of their needs including emotional, physical, relational, intellectual, creative and spiritual. We therefore aim to provide an education that delivers opportunities for the young people to explore and cultivate:

- Their own personal values and beliefs,
- Spiritual awareness,
- A positive, caring and tolerant attitude towards other people
- Community awareness and a sense of belonging,
- An ability to communicate effectively and interact positively in all social settings
- An appreciation of the diversity and richness of cultures, including their own.



We also promote the development of responsibility towards others and the environment. We encourage students to respect specified fundamental British values, including democracy, personal liberty and rule of law.

At Great Oaks College we endeavour to support young people during their life journey to develop into self-assured, confident, happy, well-balanced and healthy young people. They are taught to understand and articulate their feelings, whilst being encouraged to have the confidence to ask questions. All students are supported to work towards their own goals and aspirations; all personal achievements are celebrated.

2. Aim and Scope

This policy aims to:

- Promote the holistic development of students through SMSC education tailored to their individual needs.
- Ensure students develop self-knowledge, self-esteem, and self-confidence.
- Encourage students to understand and respect the civil and criminal law of England and Wales. Enable students to distinguish right from wrong and to respect the rule of law.
- Encourage students to respect fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Encourage students to accept responsibility for their actions and choices, show initiative and understand how they can contribute to community life.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable students to develop an understanding of their individual and group identity.
- To enable students 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 student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility
- Support students in taking responsibility for their behaviour and contributing positively to their communities.
- Offer a balanced presentation of opposing viewpoints where political issues are brought to the attention of students



- Foster respect for diversity, democracy, and cultural traditions.
- Prepare students for adulthood by equipping them with social skills, moral understanding, and cultural awareness.
- Prepare students for adulthood by equipping them with citizenship skills, community participation opportunities, and social competencies essential for independent and responsible living.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.
- Many curriculum areas provide opportunities to:
 - Listen and talk to each other.
 - Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
 - Agree and disagree and learn to deal appropriately with conflict.
 - Take turns and share equipment.
 - Work co-operatively and collaboratively

This policy applies to all Keys Group schools and is adapted locally to reflect each school's context and student cohort.

This policy supports compliance with ISS Part 2, which relates to the spiritual, moral, social, and cultural development of students.

At Great oaks College

3. Definition of SMSC

Spiritual, Moral, Social, and Cultural Education (SMSC) at Keys Group is integral to our curriculum and daily practice. It helps students develop values, empathy, and the ability to engage positively with others. SMSC is embedded in:

- The curriculum and lesson planning.
- The school ethos and relationships.
- Assemblies, tutor times, and enrichment activities.
- Behaviour support and restorative practice.
- Community involvement and special events.

4. Implementation



4.1 Curriculum Integration

- SMSC themes are incorporated across subjects, with resources carefully selected to align with our values.
- At Great Oaks College SMSC will be delivered through virtually all aspects of the school's broad and rich curriculum.
- We pride ourselves on the nurturing ethos at Peak Education. We promote teaching styles which value students' questions and encourage reflection, thoughts, ideas and concerns.
- We create an environment where opportunities are accessible to all, enabling each young person to recognise and achieve their potential.
- We provide opportunities for SMSC development outside of the classroom i.e. visits to museums, historic buildings, through exploration of art and the sciences.
- We will develop personalised timetables in collaboration with our students to ensure their engagement and motivation for learning.
- We provide opportunities for students to participate in fund raising work to support local charities.
- We provide a regular 'solution focused' learning opportunities to allow students to examine their skill set and evaluate their own progression
- Our students participate in regular relaxation/ therapeutic to explore ways understanding and dealing with their emotions
- Hold regular events to develop and deepen cultural awareness.
- Welcome Guest Speakers from within our community to give an insight into roles, responsibilities and career opportunities, Guest Speakers include Police, Fire Service, Paramedics and Base 87 as well as T3 who provide substance misuse awareness and educational sessions
- Provide SEAL /Nurture/ Circle time sessions for KS2.
- Encourage students to talk about personal experiences and feelings and learn to effectively express and clarify their own ideas and beliefs. To include speaking about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Develop empathy.
- Student Passports and Personal Development Plans include SMSC objectives tailored to each student's needs.

Extra-Curricular Activities:



Personal development is also enriched through a wide range of extra-curricular activities (Sport, Music and social activities) which provide opportunities for SMSC and for inspiring students to broaden their experience and horizons.

4.2 School Ethos and Environment

- Staff model respectful, empathetic behaviours and foster a culture of inclusion.
- Positive relationships and restorative approaches support students' moral and social development.
- Restorative practice underpins our approach to behaviour support and moral development, helping students understand the impact of their actions, repair relationships, and develop social responsibility.
- Through the SMSC/ PSHE curriculum students will explore the importance of being a good citizen, understand right from wrong and the importance of the law.
- Through awareness days sessions students will learn about diversity and learn to understand and appreciate of different cultures, race and other forms of equality
- Through citizenship projects, enable young people to explore their rights and responsibilities as both UK and Global Citizens and make a positive contribution to society

4.3 Assemblies and Tutor Time

- Assemblies address moral and ethical issues appropriate to students' ages and abilities.
- Tutor time includes reflection and discussion opportunities to reinforce SMSC themes.

4.4 Enrichment and Community Engagement

- Students participate in vocational, extracurricular, and charitable activities that promote social responsibility.
- Schools maintain strong links with families, local authorities, and community organisations to support students' development.
- Our enrichment activities actively promote students' engagement with local communities, fostering a sense of belonging, responsibility, and citizenship.
- Our 'Making Memories' initiative is a distinctive feature of Keys Group, providing students with enriching experiences that foster SMSC development and create lasting positive memories.

Social Development:



- At Great Oaks College young people are supported to develop their personal, social and communication skills so that they can develop positive relationships with others; interact successfully within the school and wider community; be cooperative and effectively resolve conflict. They are encouraged to develop tolerance and understanding so that they can contribute effectively in a multi-racial, multi-cultural society and develop into positive, helpful human beings.
- We teach knowledge and understanding of our society including people, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities. We endeavour to prepare our students for life as a citizen, parent, volunteer or worker within the community.

Moral Development:

At Great Oaks College we support young people to reflect upon their own experiences, enabling them to distinguish the difference between right and wrong and develop a respect for the civil and criminal law of England. The young people are encouraged to develop an understanding of their own emotions, actions and consequences of their behaviour. They participate in discussions and develop opinions about contemporary moral and ethical issues.

Spiritual Development:

At Great Oaks College we support the young people to be reflective about their own beliefs and perspectives on life. We are inclusive and respectful to all individuals, their faiths, feelings and values. We encourage our students to develop a positive attitude towards themselves, others and the world around them. The curriculum is designed to allow them to use imagination and creativity in their learning.

Cultural Development:

At Great Oaks College we believe in helping students to develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of other communities. We strive to enhance their understanding and respect for diverse faiths and cultures. They are taught about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.



4.5 Trauma-Informed SMSC Support

We recognise that many students have experienced trauma or exclusion which can impact their engagement with SMSC education. Staff are trained in trauma-informed approaches to create safe, nurturing spaces where students feel valued and supported to explore moral, social, and cultural themes at their own pace.

Restorative practises and personalised support plans are used to help students process experiences and develop positive social behaviours.

5. Monitoring and Evaluation

- Each school maintains an SMSC Floor book documenting activities and opportunities offered.
- The Floor book is updated regularly and reviewed at least termly by senior leaders and regional managers.
- Monitoring ensures a balanced and comprehensive SMSC provision that meets students' diverse needs.
- SMSC outcomes are systematically monitored and evaluated through Personal Development Plans and, where relevant, linked to EHCP objectives. Progress in SMSC learning is reviewed regularly with input from students, families, and staff to ensure personalised development.
- The SMSC Floor book is used as a key tool to track activities, student engagement, and impact. All Keys Group schools are required to maintain an SMSC Floor book as part of their monitoring and evaluation process.

6. Training and Staff Development

- SMSC policy and practice are included in staff induction.
- Ongoing training supports staff in delivering effective SMSC education tailored to students with complex needs.

7. Equality and Inclusion

Keys Group is committed to equality and diversity. SMSC provision respects and celebrates differences in race, faith, gender, disability, and sexual orientation. Any concerns related to discrimination or disadvantage are addressed promptly and sensitively.



Appendix 1: School-Specific SMSC Floor book Template

Purpose:

To provide a structured record of all SMSC activities, opportunities, and student engagement across the school, supporting monitoring and evaluation.

Template Structure:

Date	Activity/Opportunity Description	Student Group Involved	SMSC Aspect(s) Addressed	Staff Lead	Student Feedback Summary	Impact/Next Steps
DD/MM/YYYY	e.g., Charity fundraising event	Whole school / Year group / SEND group	e.g., Moral, Social	Name/Role	Brief summary of student responses or reflections	Notes on effectiveness and planned follow-up

Guidance:

- Update the floor book at least fortnightly.
- Include a broad range of activities such as assemblies, lessons, enrichment, restorative discussions, and community events.
- Use student feedback to evaluate engagement and understanding.
- Directors and Regional Executive Headteachers should review the floorbook at least once per half term to ensure balance and coverage.



Appendix 2: Local SMSC Enrichment Opportunities

Purpose:

To outline enrichment activities available locally that support SMSC development, tailored to each school's location and student needs.

Example Template:

Opportunity Name	Description	SMSC Aspect(s)	Frequency	Accessibility Notes	Contact Information
Local Community Garden	Students participate in planting and upkeep	Social, Cultural	Weekly	Suitable for all students with support	Contact: [Name/Phone]
Museum Visits	Explore local history and culture	Cultural, Spiritual	Termly	Risk assessment required	Contact: [Name/Phone]
Charity Fundraising	Organised events to support local causes	Moral, Social	Termly	Inclusive for all students	Contact: [Name/Phone]
Vocational Workshops	Practical skills development	Social, Moral	Monthly	Tailored for SEND students	Contact: [Name/Phone]

Guidance:

- Update this list annually.
- Encourage staff to identify new opportunities that align with SMSC goals.
- Consider transport, accessibility, and risk assessments for all activities.



Appendix 3: SMSC Reflection and Debrief Template

Purpose:

To support staff in guiding students through reflection following incidents or learning activities, promoting moral and social understanding.

Template:

Student

Name:

Date:

Staff Member:

1. **What** **happened?**
(Encourage the student to describe the event in their own words.)
2. **How did you feel during and after the event?**
(Explore emotions and reactions.)
3. **What do you think was the impact of your actions on yourself and others?**
(Develop awareness of consequences.)
4. **What could you do differently next time?**
(Encourage responsibility and positive choices.)
5. **What support do you need to help you make these changes?**
(Identify any additional help or resources.)
6. **Any other reflections or comments:**

Guidance:

- Use this template flexibly depending on student ability.
- Where appropriate, involve family or other professionals in the reflection process.
- Document and store securely as part of the student's personal development record.



Appendix 4: Staff Training Log for SMSC

Purpose:

To record all SMSC-related training undertaken by staff to ensure ongoing professional development and consistent practice.

Template:

Date	Training Title/Topic	Trainer/Provider	Staff Attending	Key Learning Points	Impact on Practice/Next Steps
DD/MM/YYYY	Restorative Practice in SMSC	[Name/Organisation]	List of Staff Names	Summary of skills/knowledge gained	How training will influence teaching/support

Guidance:

- Include induction training and ongoing CPD.
- Review training needs annually as part of performance management.
- Share key learnings in team meetings to promote best practice.