

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 pupil can thrive emotionally, socially, and academically. Our pupils, 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 pupils arrive with unmet basic needs and a history of instability. Our schools provide stability, care, and a sense of belonging, enabling pupils 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.

2. Aim and Scope

This policy aims to:-

- Promote the holistic development of pupils through SMSC education tailored to their individual needs.
- Ensure pupils develop self-knowledge, self-esteem, and self-confidence.
- Encourage pupils to understand and respect the civil and criminal law of England and Wales.
- Support pupils in taking responsibility for their behaviour and contributing positively to their communities.
- Foster respect for diversity, democracy, and cultural traditions.
- Prepare pupils for adulthood by equipping them with social skills, moral understanding, and cultural awareness.
- Prepare pupils for adulthood by equipping them with citizenship skills, community participation opportunities, and social competencies essential for independent and responsible living.

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

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

3. Definition of SMSC

Spiritual, Moral, Social, and Cultural Education (SMSC) at Keys Group is integral to our curriculum and daily practice. It helps pupils 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.
- Individual Education include SMSC objectives tailored to each pupil's needs.

4.2 School Ethos and Environment

- Staff model respectful, empathetic behaviours and foster a culture of inclusion.
- Positive relationships and restorative approaches support pupils' moral and social development.
- Restorative practice underpins our approach to behaviour support and moral development, helping pupils understand the impact of their actions, repair relationships, and develop social responsibility.

4.3 Assemblies and Tutor Time

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

4.4 Enrichment and Community Engagement

- Pupils participate in vocational, extracurricular, and awareness activities that promote social responsibility.
- Schools maintain strong links with families, local authorities, and community organisations to support pupils' development.

- Our enrichment activities actively promote pupils' engagement with local communities, fostering a sense of belonging, responsibility, and citizenship.
- Our 'Making Memories' initiative is a distinctive feature of Keys Group, providing pupils with enriching experiences that foster SMSC development and create lasting positive memories.

4.5 Trauma-Informed SMSC Support

We recognise that many pupils 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 pupils 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 pupils process experiences and develop positive social behaviours.

5. Monitoring and Evaluation

- Each school maintains student floorbooks that document activities and opportunities offered.
- Monitoring ensures a balanced and comprehensive SMSC provision that meets pupils' 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 pupils, families, and staff to ensure personalised development.
- Student Floorbooks are used as a key tool to track activities, pupil engagement, and impact. All Keys Group schools are required to maintain an SMSC Floorbook 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 pupils 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.