

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 the Independent School Standards 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 Plans (IEPs) and Personal Development Plans 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 charitable 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

- The school maintains an SMSC Working Wall and Evidence for Learning Platform documenting activities and opportunities offered.
- The Working Wall is updated regularly and reviewed at least termly by senior leaders and regional managers.
- 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.
- The SMSC Working Wall and Evidence for Learning app is used as a key tool to track activities, pupil engagement, and impact. All Keys Group schools are required to maintain an SMSC working wall and Evidence for learning app 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.

Appendix 1: Example of School-Specific SMSC Calendar Template

Purpose:

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

Calendar Structure:

LPS SMSC and BV Long term plan calendar 2025/26					
Month	Wk1	Wk2	Wk3	Wk4	Wk5
September Autumn Term	1st – 5th Zero Waste Week. Look at how we can keep recycling each day. E.g. same plastic bottle or cup used all week for a drink. Turning all lights off, going one day without IT. Timing showers to be 4mins.	9th – 13th Roald Dahl Story Day, Focus on the stories all week/ Literacy Day Celebrate the stories and characters. Dress up or make recipes from his books. World First Aid day 13th All students to do first aid training that's appropriate. Annie dolls are in the lock up	15th-19th International Peace Day 21st Focus this on 19th Actions for Peace: Our Ambition for the #Global Goals' Resources. International Day of Peace - Event Information and Resources International Day of Peace I	22nd – 26th 26th European day of languages Please focus on whole school Makaton. Make students aware we learn Makaton weekly	
October	20 th - 24 th	25 th - 29 th	30 th - 31 st	1 st - 5 th	Half Term

Guidance:

- Update the working wall at least fortnightly.
- Include a broad range of activities such as assemblies, lessons, enrichment, restorative discussions, and community events.
- Use pupil feedback to evaluate engagement and understanding.
- Directors and Regional Executive Headteachers should review the Working wall and/or EFL evidence 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 pupil needs.

Example Template:

Opportunity Name	Description	SMSC Aspect (s)	Frequency	Accessibility Notes	Contact Information
Local Community Garden	Pupils participate in planting and upkeep	Social, Cultural	Weekly	Suitable for all pupils with support	Contact: By email - ricelanecityfarm@hotmail.co.uk By phone - 0151 530 1066
Museum Visits	Explore local history and culture	Cultural, Spiritual	Termly	Risk assessment required	Contact: educationbookings@liverpoolmuseums.org.uk For enquiries on visiting with a group please speak to the box office on 0151 478 4444 (10am-5pm)
Charity Fundraising	Organised events to support local causes	Moral, Social	Termly	Inclusive for all pupils	Contact: Sarah Jones Sarah.jones@keyseducation.ac.uk PD Lead
Vocational Workshops	Practical skills development	Social, Moral	Monthly	Tailored for SEND pupils	Contact: Sarah Jones Sarah.jones@keyseducation.ac.uk Vocational Pathway Lead

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 pupils through reflection following incidents or learning activities, promoting moral and social understanding.

Template:

Pupil Name:

Date:

Staff Member:

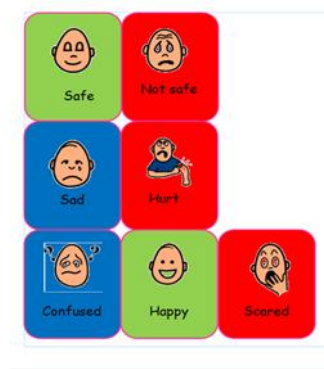
1. **What happened?**
(Encourage the pupil to describe the event in their own words.)
2. **How did you feel during and after the event?**
(Explore emotions and reactions.)
3. **What do you think was the impact of your actions on yourself and others?**
(Develop awareness of consequences.)
4. **What could 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:**





At LPS we use total communication aids to support this. LPS Example adapted for need, age and stage:

What happened?									
What triggered this?									
How did you feel?									
Happy	Sad	Angry	Bored	Tired	Silly	Worried	Shocked	Calm	Other
What traffic light rating would you give this?									
What can you do next time? Can you think of three things...									
How do you feel now?									
Happy	Sad	Angry	Bored	Tired	Silly	Worried	Shocked	Calm	Other
Are you ready to return?									
Pupil name: _____									
Staff member: _____									

Where did it happen?	
Who was involved?	
How did you feel?	
Why did it happen?	
Is this right or wrong?	 
Do you know what you could do next time?	 

Staff: _____
Pupil: _____



			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control
Today I am feeling _____			

Guidance:

- Use this template flexibly depending on pupil ability.
- Where appropriate, involve family or other professionals in the reflection process.
- Document and store securely as part of the pupil'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. This can be found on the Leadership and Management shared drive.

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.