

## 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.
- Pupil Passports 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 Tutor Time

- Tutor Time addresses moral and ethical issues appropriate to pupils' ages and abilities. (Philosophy for Children)
- 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**

- Each school maintains Floor books documenting activities and opportunities offered.
- The Floor book is updated regularly and reviewed at least termly by senior leaders and Regional Directors.
- 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.
- Floor books are used as a tool to track activities, pupil engagement, and impact. All Keys Group schools are required to maintain a 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 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: Floor book Template



#### Purpose:

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

#### Template Structure:

Date	Activity/Opportunity Description	Pupil Group Involved	SMSC Aspect(s) Addressed	Staff Lead	Pupil 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	Summary of pupil 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 pupil feedback to evaluate engagement and understanding.
- Directors and Regional Executive Headteachers should review the floor book 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: [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 pupils	Contact: [Name/Phone]
Vocational Workshops	Practical skills development	Social, Moral	Monthly	Tailored for SEND pupils	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 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:**

### 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.

**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.

## Appendix 5: Protected Characteristics

### Purpose:

The nine Protected Characteristics — age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation—are woven throughout our PSHE & RE curriculum's, and links will be made both explicitly through tasks but also implicitly through discussions during lessons. Each theme reinforces inclusion, empathy, and respect for all. For example, in “Developing Me” pupils explore diversity, equality, and respect for different races, abilities, and beliefs; in “Teenager to Adult” they learn about gender identity, sexual orientation, and family diversity; and in “Healthy Lifestyles” pupils develop understanding of sex, body changes, and pregnancy and maternity. Through these topics and others, pupils are encouraged to recognise unfair treatment, celebrate difference, and apply the principles of the Equality Act 2010 in everyday life.

### Example RE mapping of SMSC:

KS2

Protected Characteristic	Block A	Block B	Block C	Notes / Example Lessons
<b>Age</b>	Autumn: Beliefs as a way of life; Spring: Creation / Life stages; Summer: Founders of Faith	Autumn: Places of Worship; Spring: Rites of Passage; Summer: Festivals & Celebrations	Autumn: Fundamental beliefs; Spring: Life stages/rites; Summer: Festivals	Discuss responsibilities, participation of different age groups, coming-of-age ceremonies, elder roles in communities
<b>Disability</b>	Autumn: Consider how disability might affect participation in rituals, prayer, or reflection; Spring: Life stages – adapting rites for people with disabilities; Summer: Festivals – participation and adaptations	Autumn: Worship spaces – discuss barriers and adaptations for disabled worshippers; Spring: Rites of Passage – consider accessibility in naming, marriage, or coming-of-age ceremonies; Summer: Festivals – exploring experiences of people with disabilities in rituals and celebrations	Autumn: Beliefs – reflect on how disability may shape engagement with faith; Spring: Life stages – ethical discussions on care and inclusion; Summer: Festivals – considering adaptations for participation	Encourage empathy and discussion about real scenarios; explore adaptations and barriers in religious practice
<b>Gender reassignment</b>	Autumn/Spring: Beliefs as a way of life, equality and inclusion	Spring: Sikh langar / equality in rites; Summer: festival participation	Autumn/Spring: Discussions on equality in rituals and ceremonies	Highlight equal participation in community, worship, and festivals, age-appropriate
<b>Marriage &amp; civil partnership</b>	Spring: Life stages / commitment ceremonies	Spring: Marriage, family, rites of passage	Autumn/Spring: Ethical discussion, relationships	Examine marriage ceremonies and commitments, including modern contexts
<b>Pregnancy &amp; maternity</b>	Spring: Birth ceremonies	Spring: Naming / welcoming ceremonies	Autumn/Spring: Family roles in ethical/moral lessons	Discuss family roles and rituals surrounding pregnancy and birth
<b>Race</b>	All terms: Cultural comparisons, global diversity of religions	All terms: Comparing places of worship	All terms: Festivals and cultural celebrations	Highlight diversity and traditions across religions
<b>Religion or belief</b>	All terms	All terms	All terms	Includes Humanist / non-religious worldviews; core of RE curriculum
<b>Sex</b>	Autumn/Spring: Roles in religious practice and festivals	Spring: Sikh/Hindu participation, community service	Summer: Festival participation, ethical reflection	Explore gender roles, equality, and participation in worship and rituals
<b>Sexual orientation</b>	Autumn/Spring: Reflection on inclusion and equality	Spring: Sikh langar / festival inclusion	Summer: Ethical discussions on community and participation	Focus on equality and participation, age-appropriate reflection on inclusivity



Protected Characteristic	Block A	Block B	Block C	Notes / Example Lessons
<b>Age</b>	Autumn: Beliefs as a way of life; Spring: Creation; Summer: Founders of Faith	Autumn: Places of Worship; Spring: Life stages / Rites of Passage; Summer: Festivals	Autumn: Books of Worship; Spring: Rules of Law; Summer: Good & Evil	Explore responsibilities and participation of different age groups in ceremonies, leadership, and festivals
<b>Disability</b>	Autumn: Consider how disability might affect engagement with beliefs and practices	Spring: Places of Worship – reflect on access and participation barriers	Summer: Festivals / life events – discuss adaptations and participation of disabled people	Focus on understanding experiences of disabled worshippers; discuss ethical responsibilities, inclusion, and adaptations
<b>Gender reassignment</b>	Autumn/Spring: Equality in moral & ethical discussions	Spring: Community service, Rites of Passage	Summer: Good & Evil, ethical reflection	Highlight equal participation and rights in faith communities, age-appropriate discussion
<b>Marriage &amp; civil partnership</b>	Spring: Life stages / commitment ceremonies	Spring: Rites of Passage: marriage	Summer: Moral & ethical case studies	Examine ceremonies and commitments, modern and historical contexts
<b>Pregnancy &amp; maternity</b>	Spring: Birth ceremonies	Spring: Naming / welcoming ceremonies	Summer: Family roles in ethical lessons	Explore family roles across religions and worldviews
<b>Race</b>	All terms: Cultural comparisons, diversity of beliefs	All terms: Worship spaces, global comparisons	All terms: Festivals and multicultural engagement	Explore diversity and cultural understanding across religions
<b>Religion or belief</b>	All terms	All terms	All terms	Includes Humanist / non-religious worldviews; central to curriculum

<b>Sex</b>	Autumn/Spring: Gender roles in religious practice	Spring: Community service / equality	Summer: Moral and ethical discussions	Explore gender roles, equality, and participation in rituals and festivals
<b>Sexual orientation</b>	Autumn/Spring: Inclusion and equality discussions	Spring: Community service / Rites of Passage	Summer: Ethical reflection and discussion	Age-appropriate discussion on equality, inclusion, and rights in communities