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

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Issue Number	006	**Author**	James Madine
School	Snow Hill School	**Approver**	Jo Sharpe
Headteacher	Sarah Gould	**Regional Executive Headteacher/ Regional Director**	Andrew McCreedy / David Joy

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 Floorbooks documenting activities and opportunities offered.
- The Floorbook 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.
- Floorbooks are used as a key tool to track activities, pupil engagement, and impact. All Keys Group schools are required to maintain a 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.

Appendix 1: Floorbook 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	Brief summary of pupil responses or reflections	Notes on effectiveness and planned follow-up

Guidance:

- Update the floorbook 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 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 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:**

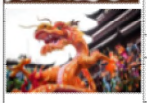
Guidance:

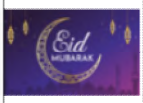
- Use this template flexibly depending on pupil ability.
- Where appropriate, involve family or other professionals in the reflection process.
- Document and store securely as part of the pupil's personal development record.

Autumn SMSC CALENDAR 2025/2026

Date	Awareness	SMSC planned activities
September 9th-15th	Sexual health week	• Open Clinic to visit school to deliver Sexual health workshops with KS4
September 26th	World's Greatest Coffee Morning	• Macmillan coffee morning (Extended break time) – Student and staff bake-off. Parents welcome.
October	Black History Month ADHD awareness month Halloween	• 2025 theme "Standing Firm in Power and Pride" – Extended lunch for food tasting (Caribbean food tasting) Black history month themed activities. • Form activities (Challenging the misconceptions and stigma around ADHD) • Pumpkin Carving, Halloween competitions, whole school Halloween Fancy dress.
October 10th	World mental health day	• PSHE lesson using resources from young minds. Wear Yellow. Various activities during the school day. • Significant conversations on the 2025 theme '"It is time to prioritize mental health in the workplace"
31st October – 1st November	Diwali	• Diwali celebrations • Making decorations • Traditions and food
11th-1 7th November	Maths week	• Maths lesson • Activities
10th November	World science day	• Science lesson • Activities
11th November	Remembrance Day	• Acrostic poem in PSHE • Making poppies- crafts • PSHE lesson on remembrance day
14th November	Children in need	• Wear something yellow for children in need • Wear your pjs charity event
5th November	Bonfire night	• Art lesson • Firework arts and crafts
10th -14th November	Anti-bullying week	• PSHE activities (2025 theme is 'Power for Good') • Odd socks • Cross curricular activities • Significant discussions with staff
November	MOVEMBER	PSHE lesson – Testicular cancer awareness – How to self-examine.
December	Christingle/Advent/ traditions	• PSHE lesson – Helping others at Christmas plan • Shoe box appeal
December 1st	World Aids day	Significant discussions as part of form
Dec 3rd	International day of persons with disabilities	Significant discussions around disabilities and invisible disabilities such as neurodiversity in form and around the school.
December 12th	Christmas	• Christmas jumper Day • Christmas activities

Spring/Summer SMSC Calendar 2025/2026





Date	Awareness	SMSC planned activities
January 8th	New year	• New starts- • Target setting/ aspirations for the future
January 4th	World braille day	• Learn about significant person Louis Braille • Braille activities
January 18th	World Religion day	• PSHE lesson • Visits to local places of worship (tbd)
January 20th	Brew Monday – Samaritans	• Brew Monday (15th January) –Remind everyone to reach out for a cuppa and a catch-up with the people you care about.
Feb 5th	Time to talk	• PSHE lesson and activities
Feb 10th	Safer internet day	• ICT lesson & PSHE lesson • PCSO visit (to be arranged)
Feb 17th	Chinese New Year	• Art, Chinese traditions and beliefs • Chinese food tasting
Feb 13th	Shrove Tuesday	• Pancake making • Christian traditions
Feb 14th	Valentine's Day Start of Lent	• Valentines traditions • Healthy relationships covered in PSHE • What would you like to give up?
17th Feb	Ramadan	• Ramadan – Form time discussion
March 5th	World Book Day	• Dress up as your favourite book character • Reading activities across the curriculum • Classroom door competitions • Pupil's to receive a free book of choice
March 6th-15th	National Science week	• Science activities – 2026 theme is 'Curiosity: What's your question?' • Manchester Science Museum visits
March 19th – March 20th	Eid-al-Fitr	• Whole school Eid celebration • Traditional food & Henna
April 5th	Easter Sunday	• Easter activities/quiz in all lessons before Easter break
April 2nd	World autism awareness	• Form discussion • PSHE lesson on neurodiversity
April 15th	National art day	• Art activities throughout lessons
May 11th- May 17th	Mental Health awareness week	• PSHE activities • Drop ins • Cross curricular learning activities
May 17th	International day against homophobia, biphobia and Transphobia	• Significant discussion with learners • PSHE discussion around discriminatory terminology
May 21st	Cultural diversity day	• PSHE lesson British values – What is British? • Form time each form group explores a different culture
June	Pride Month	• Keys pride activities (whole school) Drop down day
June 24th	Deaf/ blind awareness day	• PSHE lesson – Significant person Louis Braille • Significant conversations with pupils during form time
June 16th – June 23rd June 24th-June 30th	Drowning prevention week Summer safety Week	• Pupils to learn about the dangers of open water in PSHE • Float to Live campaign