Nurture Education Trust

SMSC Policy

Date policy last reviewed: 30/01/2026

Signed by:

Mark Anderson Headteacher Date: 30/01/2026

Introduction

a. Nurture Education Trust focuses on more than just exam results, encouraging self- esteem and respect for others, independence and responsibility, creative and critical thinking, innovation, problem-solving and a passionate interest in the wider world. As our students move through the school, we are committed to developing not only their academic standards and level of achievement but also their spiritual, moral, social and cultural awareness, embedding this in our curriculum and developing the 'whole student'.
b. Spiritual, moral, social and cultural (SMSC) development and British values are promoted at every opportunity as part of the overall ethos and values of the school for example through assemblies, tutor time, Votes for Schools, extra-curricular opportunities, and student voice. All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

Policy Aims

a. That everyone connected with the school is aware of our values and principles.
b. That a consistent approach is adopted to the delivery of SMSC issues through the curriculum and the general life of the school.
c. That a student's SMSC education is provided within a context that is meaningful and appropriate to their age, aptitude and background.
d. That students have a good understanding of their responsibilities and how to exercise them.

Opportunities

Through classroom activities and dialogue in the wider curriculum we will give students opportunities to: a. Share their achievements and successes with others;

b. Talk about personal experiences and feelings;
c. Express and clarify their own ideas and beliefs;
d. Speak about difficult events, e.g. bullying, death etc;
e. Explore relationships with friends/family/others;
f. Consider the needs and behaviour of others;
g. Show empathy;
h. Develop self-esteem and a respect for others;
i. Develop a sense of belonging;
j. Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally e.g.
empathy, respect, open-mindedness, sensitivity, critical awareness etc.

British Values

The values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different religious faiths and beliefs, as well as for those without religious faith, are promoted to students by: a. Enabling students to develop their self- knowledge, self-esteem and self-confidence;

b. Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
c. Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
d. Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
e. Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures;
f. Encouraging respect for other people;
g. Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Key Personnel and IndividualStaff Responsibilities

a. All members of the school community have a responsibility to promote SMSC & British Values in their lessons and wider practice.
b. The following staff have responsibility for SMSC:
    - Head of Centre
    - PSHE and Humanities Teacher/Teaching and Learning Lead
    - Deputy Head of Centre
c. All curriculum areas provide opportunities for students to:
    - Listen and talk to each other;
    - Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties;
    - Agree and disagree;
    - Experience good role models;
    - Take turns and share ideas, equipment and peers the opportunity to contribute;
    - Work co-operatively and collaboratively.
d. All curriculum areas plan & provide opportunities to cultivate:
    1. Spiritual Development:
        - By sustaining students' self-esteem in their learning experience;
        - Developing their capacity for critical and independent thought;
        - Fostering their emotional life and express their feelings;
        - Giving them opportunities to experience moments of stillness and

reflection;

- Giving them opportunities to discuss their beliefs, feelings, values and responses to personal experiences;
- Supporting them to form and maintain worthwhile and satisfying relationships;

- Giving them opportunities to reflect on, consider and celebrate the wonders and mysteries of life;
- Encouraging their imagination and creativity in lessons and extra-curricular activities.

2. Moral Development:
   - By encouraging students to recognise the unique value of each individual;
   - Listen and respond appropriately to the views of others;
   - Gain the confidence to cope with setbacks and learn from mistakes;
   - Take initiative and act responsibly with consideration for others;
   - Distinguish between right and wrong and apply this to their own lives whilst developing respect for civil and criminal law;
   - Show respect for the environment;
   - Make informed and independent judgements.
3. Social Development:
   - By supporting students to take action for justice;
   - Develop an understanding of their individual and group identity;
   - Help others in the School and wider community;
   - Gain acceptance of and engagement with fundamental British values.
4. Cultural Development:
   - By providing students with opportunities to explore and improve knowledge and understanding of the value and richness of cultural diversity in modern Britain;
   - Understand the values and meaning of being British;
   - Appreciate fundamental values of democracy, rule of law, liberty, respect and tolerance;
   - Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

Ensuring students thrive through SMSC development activities

a. We provide this by:

1. Working together in different groupings and situations;
2. Encouraging the students to behave appropriately at social times including lunch times;
3. Providing opportunities for responsibility, through leadership and peer mentoring;
4. Circle time;
5. Encouraging teamwork in all group activities;
6. Encouraging appreciation of the performances of other students regardless of ability;
7. Giving opportunities to meet people from different cultures and countries;
8. Organising a variety of different educational visits;
9. Encouraging participation in live performances;

10. Use of circle time themes to explore important aspects of our heritage and other cultures;
11. Giving opportunities for the students to hear and see live performances by professional actors, dancers and musicians;

12. Giving opportunities to make and evaluate food from other countries;
13. Studying the contributions to society that certain famous, historical and influential people have made;
14. Enabling students to undertake outward bound activities i.e. Duke of Edinburgh.
15. Raising awareness of charitable activities and raising funds for charities;
16. Facilitating a Buddying scheme for raising aspiration/achievement.
17. Embedding opportunities for student leadership.

Links with the wider community

a. Visitors are welcomed into our school.
b. The school will support the work of a variety of charities.
c. The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students.
d. Students will be taught to appreciate and take responsibility for their local environment.
e. We will liaise with local primary schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

Monitoring and evaluation

SMSC provision is monitored and reviewed on a regular basis. This is achieved by:

a. Identification of SMSC aspects in the curriculum, as seen on the school website
b. Monitoring of teaching and learning and work scrutiny by Trustees and SLT;
c. Regular discussions at staff and governors' meetings;
d. Audit of SMSC by governing body and linked governor;
e. Student feedback on the delivery of SMSC and future areas of importance and interest;
f. Regular monitoring of strategic whole-school SMSC opportunities in the School Development Plan.

Conclusion

a. We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our students develop the skills they need to achieve success and fulfilment in life.
b. For examples of how SMSC might be covered in the curriculum please refer to appendix 1

Appendix 1: How the curriculum contributes to SMSC

1. The Contribution of English

English contributes to our students' SMSC development through:

a. Developing confidence and expertise in language, which is an important aspect of individual and social identity;
b. Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
c. Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
d. Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

2. The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

a. Spiritual development: helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns;
b. Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth;
c. Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately;
d. Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

3. The Contribution of Science

Science contributes to our students' SMSC development through:

a. Encouraging students to reflect on the wonder of the natural world;
b. Awareness of the ways that Science and Technology can affect society and the environment;
c. Consideration of the moral dilemmas that can result in scientific developments;
d. Showing respect for differing opinions, for example when discussing scientific facts which may conflict with religious traditions;

e. Co-operation in practical activities;
f. Raising awareness that scientific developments are the product of many incremental steps by many individuals.

4. The Contribution of Information Communication Technology

ICT contributes to our students' SMSC development through:

a. Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world;
b. Making clear the guidelines about the ethical use of the internet;
c. Acknowledging advances in technology and appreciation for human achievement.

5. The Contribution of History

History contributes to our students' SMSC development through:

a. Looking at the creation and evolution of British society;

b. Enabling students to reflect on issues such as slavery, the holocaust and Imperialism;

c. Showing an awareness of the moral implications of the actions of historical figures.

6. The Contribution of Geography

Geography contributes to our students' SMSC development through:

a. Opportunities for reflection on the origins of planet Earth and its' physical and social evolution, future and diversity;
b. Reflection on the fair distribution of the Earth's resources and issues surrounding climate change;
c. A study of the relationship between human and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

7. The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our students' SMSC development through:

a. Gaining insights into the way of life, cultural traditions, moral and social developments of other people;
b. Social skills developed via group activities and communication exercises;
c. Listening skills improved via oral/aural work.

8. The Contribution of Religion and Philosophy

RP makes a distinctive and substantial contribution to the delivery of SMSC:

a. Students learn about beliefs, values and the concept of spirituality.

b. RE reflects on the significance of religious teaching in their own lives.
c. It develops students' respect for the right of others to hold beliefs different from their own.
d. Helps students to develop an understanding of the influence of religion on society.
e. Fosters appreciation and understanding of different cultures, religions and traditions.

9. The Contribution of Art

Art contributes to our students' SMSC development through:

a. Development of students' aesthetic appreciation;

b. Evoking feelings of 'awe' and 'wonder';
c. Giving students the chance to reflect on nature, their environment and surroundings;
d. Studying artists with a spiritual or religious theme, or issues raised by artists which concerns ethical issues, such as War paintings.

11. The Contribution of Cooking

Food Technology contributes to our students' SMSC development through:

a. Giving the opportunity to examine cultural differences in food and diet;
b. Reflecting on the social issues around food such as price and income;
c. Acknowledging government guidelines for health and dietary requirements;
d. Reflecting on the moral issues concerning food production in third world countries.

13. The Contribution of Physical Education

Students' SMSC development is actively promoted though PE by:

a. Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
b. Exploring the sports and traditions of a variety of cultures;
c. Individual activities that provide the opportunity for self-reflection, awareness and challenge.

14. Beyond the Curriculum

We deliver SMSC in a variety of ways beyond the curriculum, such as:

a. Student leadership opportunities, including school council and ambassadors
b. Buddying Support
c. School displays;
d. School newsletter;
e. Delivering circle time with a Spiritual, Moral, Social or Cultural theme, and reflection;
f. Community projects
g. Our vocational programme;
h. Our enrichment curriculum;
i. RSE and SMSC Surveys;
j. Promoting British Values;
k. Our Relationships and Sex Education (RSE) Programme;

l. Our Personal, Social and Health Education (PSHE) programme;
m. Healthy Schools and Eco-Schools Schemes;
n. Regular SMSC-themed discussions at staff meetings;
o. Staff sharing of classroom work and practice.