



**TRUST EDUCATION GROUP**

**Trust Education Group Ltd**

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

## **Policy Statement**

At Trust-Education Group Ltd, we believe that Spiritual, Moral, Social and Cultural (SMSC) development is at the heart of an outstanding education. SMSC development underpins our curriculum, therapeutic approach, safeguarding culture and daily practice. It is fundamental in preparing pupils for life in modern Britain and supporting them to become successful, confident, resilient and responsible members of society.

As a specialist SEMH setting, we recognise that many pupils arrive with interrupted educational experiences, difficulties forming positive relationships, low self-esteem, emotional regulation needs and barriers to engagement. Through a nurturing, trauma-informed and aspirational environment, we seek to develop pupils academically, socially, emotionally and personally.

The curriculum is designed using a spiral approach where key themes, values and life skills are revisited and developed over time. This enables pupils to build knowledge, strengthen understanding and apply learning in increasingly meaningful ways as they mature and prepare for adulthood.

Trust-Education Group Ltd actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We are committed to promoting equality, diversity and inclusion whilst actively challenging discrimination, prejudice, extremism and intolerance.

## **Aims**

The school aims to:

- Develop confident, resilient and emotionally literate young people.
- Promote positive mental health and wellbeing.
- Foster self-respect, self-awareness and self-worth.
- Encourage pupils to understand and uphold moral values.
- Develop empathy, kindness and compassion.
- Support pupils to form positive and healthy relationships.
- Promote respect for diversity and protected characteristics.

- Prepare pupils for adulthood, employment and independent living.
- Enable pupils to become active and responsible citizens.
- Promote British Values and community participation.
- Encourage ambition, aspiration and lifelong learning.
- Support pupils to contribute positively to society.

## **Our Spiral Approach to SMSC Development**

SMSC development is embedded throughout the curriculum using a spiral model. Key concepts such as identity, respect, relationships, responsibility, equality, resilience, citizenship and wellbeing are revisited throughout a pupil's educational journey.

This progressive approach enables pupils to revisit previous learning whilst developing a deeper understanding and greater ability to apply knowledge to real-life situations.

For example, pupils may initially explore respect through classroom expectations and friendships. As they progress, they examine wider themes including discrimination, equality, human rights, social responsibility and active citizenship.

The spiral curriculum ensures that SMSC development remains relevant, meaningful and responsive to pupils' developmental needs.

## **Spiritual Development**

At Trust-Education Group Ltd, spiritual development focuses on supporting pupils to explore their beliefs, values, emotions, aspirations and sense of identity.

Pupils are encouraged to reflect upon their experiences, recognise personal strengths and develop a positive sense of self. Through opportunities for reflection, discussion, creativity, outdoor learning and therapeutic support, pupils are encouraged to explore questions about meaning, purpose and their place within society.

Spiritual development is promoted through:

- Reflection and restorative practice.
- Animal care and welfare experiences.
- Outdoor learning and environmental awareness.
- Creative arts and textiles.
- Enterprise activities.
- Celebration of achievement.
- Educational visits.
- Careers exploration and future aspirations.
- Opportunities for leadership and responsibility.

Staff actively encourage curiosity, imagination, creativity and self-expression whilst fostering respect for the beliefs and values of others.

## Moral Development

Moral development enables pupils to understand right and wrong, appreciate the consequences of actions and develop personal responsibility.

The school promotes high expectations and supports pupils to understand fairness, justice, honesty, integrity and accountability. Pupils are encouraged to consider ethical issues, reflect upon their behaviour and understand how their choices impact others.

Restorative approaches are central to our practice and help pupils repair relationships, resolve conflict and develop empathy.

Moral development is promoted through:

- Behaviour reflection.
- Restorative conversations.
- Safeguarding education.
- Classroom discussion and debate.
- Community engagement.
- Environmental responsibility.
- Citizenship education.
- Charity and fundraising opportunities.

## Social Development

Social development is a significant priority within our SEMH provision.

Pupils are supported to develop communication skills, emotional regulation, teamwork, leadership and positive relationships. Through structured opportunities, pupils learn how to interact appropriately with peers, adults and members of the wider community.

Social development is fostered through:

- Collaborative learning.
- Student voice opportunities.
- Group projects.
- Enterprise activities.
- Educational visits.
- Sporting activities.
- Community involvement.
- Work-related learning.
- Careers education.
- Peer mentoring opportunities.

The school promotes a culture of mutual respect, inclusion and belonging where every pupil is encouraged to make a positive contribution.

## **Cultural Development**

Trust-Education Group Ltd promotes an appreciation and understanding of the rich diversity that exists within modern Britain and the wider world.

Pupils are encouraged to explore different cultures, traditions, beliefs, lifestyles and experiences through curriculum learning, enrichment activities and community engagement.

Cultural development helps pupils understand, appreciate and respect differences whilst recognising shared values and common humanity.

Through meaningful experiences, pupils gain knowledge and understanding of:

- Diverse communities.
- Different faiths and beliefs.
- Cultural traditions.
- British heritage.
- Global citizenship.
- Equality and inclusion.
- Protected characteristics.
- Human rights.

## **SMSC Through the Curriculum**

### **Mathematics**

Mathematics promotes logical reasoning, resilience, perseverance and confidence. Pupils learn to approach challenges positively and understand that mistakes support learning and growth.

Financial literacy is embedded throughout the curriculum, helping pupils understand budgeting, taxation, wages, savings, banking and financial responsibility. Collaborative problem-solving develops communication, cooperation and respect for differing viewpoints.

### **English**

English provides rich opportunities to explore identity, morality, relationships, equality and social issues.

Through literature, discussion and creative writing, pupils develop empathy, emotional understanding and appreciation of different perspectives. Pupils learn to express themselves confidently whilst respecting the views of others.

Texts are selected to reflect diverse cultures, experiences and viewpoints, supporting both cultural awareness and social understanding.

## **Science**

Science encourages curiosity, investigation and evidence-based thinking.

Pupils explore ethical issues relating to health, medicine, environmental sustainability, climate change and technological advancement. Learning develops critical thinking skills and promotes informed decision-making.

Scientific enquiry encourages pupils to ask questions, challenge assumptions and appreciate the importance of evidence and responsibility.

## **Arts and Textiles**

Arts and Textiles provide pupils with opportunities for creativity, self-expression and emotional exploration.

Pupils study artists, designers and crafts from a range of cultures and historical periods, developing appreciation for cultural diversity and creative achievement.

Creative activities support emotional wellbeing, confidence and self-esteem whilst encouraging pupils to express thoughts, feelings and experiences positively.

## **Personal, Social, Health, Citizenship and Economic Education (PSHCE) and Relationships, Sex and Health Education (RSHE)**

PSHCE and RSHE form a cornerstone of SMSC development and preparation for adulthood.

The curriculum supports pupils to develop self-awareness, emotional literacy, resilience and confidence. Pupils learn about healthy relationships, respect, consent, communication, personal boundaries and safeguarding.

Health education covers physical wellbeing, mental health, nutrition, exercise, personal hygiene, emotional wellbeing and accessing support when required.

Relationships and Sex Education provides age-appropriate and factual information regarding puberty, human development, reproduction, sexual health, contraception and healthy relationships.

Online safety is taught throughout the curriculum and includes cyberbullying, online exploitation, grooming, social media awareness, misinformation and digital responsibility.

The curriculum also develops citizenship, financial awareness, employability skills and understanding of rights and responsibilities within society.

### **Hairdressing and Beauty**

Hairdressing and Beauty develops confidence, professionalism and employability skills.

Pupils learn about customer care, communication, presentation, hygiene, health and safety and professional conduct. The curriculum celebrates individuality and diversity whilst promoting respect for personal choice and cultural expression.

Practical experiences help pupils develop responsibility, resilience and workplace behaviours required for future employment.

### **Physical Education**

Physical Education promotes physical wellbeing, teamwork, leadership and resilience.

Pupils learn the importance of cooperation, respect, fair play and healthy competition. Participation supports confidence, emotional regulation and positive mental health.

Physical activity provides opportunities for pupils to develop perseverance, determination and self-discipline whilst learning how to manage success and disappointment appropriately.

### **Careers Advice and Guidance**

Careers Education, Information, Advice and Guidance is central to preparing pupils for adulthood.

The programme is aligned to the Gatsby Benchmarks and supports pupils in understanding future education, training and employment opportunities.

Pupils explore workplace expectations, equality in employment, financial independence, professional behaviour and career aspirations. Encounters with employers and training providers help raise aspirations and develop confidence in future planning.

### **Animal Care**

Animal Care is a distinctive element of the Trust-Education Group Ltd curriculum.

Working with animals develops empathy, compassion, patience and responsibility. Pupils learn about animal welfare, ethical care and environmental stewardship whilst developing practical and vocational skills.

Animal interactions often support emotional regulation, confidence and wellbeing, particularly for pupils who find traditional classroom environments challenging.

## **Promotion of Fundamental British Values**

Trust-Education Group Ltd actively promotes British Values through all aspects of school life.

### **Democracy**

Pupils are encouraged to express opinions, participate in discussions, contribute to decision-making and engage in student voice activities. They learn that their views matter and that democratic processes help shape society.

### **Rule of Law**

The school promotes clear expectations, consistent boundaries and restorative approaches. Pupils develop an understanding of laws, rights, responsibilities and the role of legal systems in protecting individuals and communities.

### **Individual Liberty**

Pupils are supported to make informed choices, express themselves appropriately and develop independence whilst understanding personal responsibility and safety.

### **Mutual Respect**

Respect forms the foundation of all relationships within the school community. Pupils are encouraged to value themselves and others, recognising that everyone deserves dignity and respect.

### **Tolerance**

Pupils develop understanding and appreciation of different cultures, beliefs, faiths and lifestyles. Diversity is celebrated and prejudice is actively challenged.

### **Equality, Diversity and Inclusion**

Trust-Education Group Ltd is committed to creating an inclusive environment where all individuals are valued and respected.

The school actively promotes equality and challenges discrimination in all forms. Pupils are taught about the protected characteristics identified within the Equality Act 2010 and develop an understanding of diversity, inclusion and social justice.

The curriculum reflects modern British society and promotes respect regardless of:

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity



All pupils are encouraged to challenge stereotypes and develop positive attitudes towards difference.

### **SMSC Enrichment and Educational Visits**

Enrichment activities play a vital role in supporting SMSC development.

The school provides a broad range of experiences including:

- Educational visits.
- Outdoor learning.
- Community projects.
- Animal care experiences.
- Enterprise activities.
- Sporting events.
- Careers encounters.
- Cultural celebrations.
- Charity events.
- Volunteering opportunities.

These experiences help pupils apply learning beyond the classroom and develop confidence, independence and social responsibility.

### **Safeguarding and SMSC**

Safeguarding is central to effective SMSC development.

The curriculum supports pupils to understand:

- Healthy and unhealthy relationships.
- Consent and personal boundaries.
- Online safety.
- Child criminal exploitation.

- Child sexual exploitation.
- Radicalisation and extremism.
- Mental health and wellbeing.
- Substance misuse.
- Personal safety.

Pupils are encouraged to seek help when needed and understand how to access support from trusted adults and external services.

## Monitoring and Evaluation

The effectiveness of SMSC provision is monitored through:

- Learning walks.
- Lesson observations.
- Curriculum reviews.
- Pupil voice.
- Behaviour analysis.
- Attendance monitoring.
- Safeguarding information.
- Parent feedback.
- Destination data.
- Quality assurance activities.
- School self-evaluation processes.

Leaders regularly evaluate the impact of SMSC provision and use findings to inform school improvement planning.

## Roles and Responsibilities

The Proprietor Melissa Wainman and Katie Everson are responsible for ensuring compliance with Independent School Standards and monitoring the effectiveness of SMSC provision.

The Director of Education Melissa Wainman is responsible for implementing this policy and ensuring SMSC development is embedded throughout the curriculum and wider school life.

All staff are responsible for promoting SMSC development through their teaching, relationships, interactions and professional conduct.

Pupils are encouraged to engage positively in opportunities that support their personal development and contribute to the school community.

## Conclusion

Trust-Education Group Ltd recognises that outstanding SMSC provision is essential in enabling pupils with SEMH needs to thrive academically, socially and emotionally. Through a carefully planned spiral curriculum, meaningful relationships, high expectations and enriching experiences, we ensure pupils develop the knowledge, skills, values and attitudes required to become confident, resilient, respectful and responsible citizens who are fully prepared for adulthood, employment and life in modern Britain.

## SMSC Curriculum Mapping Overview

Subject	Spiritual	Moral	Social	Cultural
Mathematics	Confidence, reflection	Honesty, responsibility	Teamwork	Appreciation of universal systems
English	Identity, self-expression	Ethical issues	Discussion and debate	Diverse texts and perspectives
Science	Curiosity and wonder	Ethical decision making	Collaboration	Global scientific contributions
Arts & Textiles	Creativity and expression	Respect for others' work	Shared projects	Cultural appreciation
PSHCE & RSHE	Self-awareness	Responsibility	Relationships	Equality and diversity
Hairdressing & Beauty	Confidence	Professional conduct	Customer care	Diversity and individuality
Physical Education	Self-discipline	Fair play	Teamwork	International sport and inclusion
Careers Education	Aspirations	Workplace ethics	Professional relationships	Diverse career pathways
Animal Care	Compassion	Welfare and responsibility	Cooperation	Environmental awareness

## Related Policies and Documents

This policy should be read in conjunction with the following school policies and procedures:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Relationships, Sex and Health Education (RSHE) Policy
- PSHCE Policy
- Equality, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Online Safety Policy
- Prevent Duty and Radicalisation Policy
- Mental Health and Wellbeing Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Curriculum Policy
- Educational Visits Policy
- Positive Handling and Physical Intervention Policy
- Complaints Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Assessment Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy

The implementation of this policy contributes to compliance with:

- The Independent School Standards Regulations
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- The Prevent Duty Guidance
- The Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education
- The Ofsted Education Inspection Framework
- The Gatsby Benchmarks for Careers Guidance

<b>Policy Lead</b>	Melissa Wainman Director of Education
<b>Date:</b>	15th September 2025
<b>Policy Review Date:</b>	September 2026
<b>Version:</b>	1
<b>Approval:</b>	Trust-Education Group Board of Governors

