



SMSC at Castle School
September 2026

Castle School

Social, Moral, Spiritual and Cultural (SMSC) Policy

1. Purpose and Scope

This policy sets out Castle School's approach to promoting the spiritual, moral, social and cultural (SMSC) development of all pupils.

It applies to all staff, pupils, volunteers, governors and visitors, and underpins every aspect of school life: teaching and learning, enrichment, behaviour and personal development.

2. Vision and Ethos

Castle School is committed to enabling every pupil to **Be Confident, Be Kind and Be Creative**, learning and thriving together.

Through a broad, balanced and meaningful curriculum we aim to:

- Equip pupils with the knowledge, skills and attitudes to participate fully in their community and wider society.
- Foster respect for themselves and others.
- Prepare pupils for the next stage of education, employment or independence.

3. Legal and Statutory Framework

This policy is informed by:

- Education Act 2002 (s.78: requirement to promote SMSC)
- Ofsted School Inspection Handbook (2025)
- Keeping Children Safe in Education (KCSIE 2025)
- Equality Act 2010
- SEND Code of Practice 2015
- Prevent Duty Guidance

4. Definition of SMSC

	At Castle School this means...
Spiritual	Developing curiosity, a sense of identity and belonging; exploring beliefs and values; experiencing awe and wonder through nature, the arts and personal reflection.
Moral	Understanding right and wrong; respecting the law; making reasoned choices; developing honesty, fairness and empathy.
Social	Developing positive relationships; working effectively with others; understanding and contributing to the local and global community.
Cultural	Appreciating cultural influences, traditions and heritage; exploring diversity; engaging with the arts, music, drama and sport.

5. Implementation

5.1 Curriculum

- SMSC is embedded across all pathways (Pre-Formal, Semi-Formal, Formal) and subjects, including PSHE/RSE, Religious Education, English, Humanities, Arts, and Physical Education.
- Opportunities are mapped into curriculum overviews, medium-term plans and EHCP-linked digital passports.

5.2 Enrichment and School Life

- Assemblies, celebrations and festivals reflecting a range of faiths, cultures and themes (e.g. Diwali, Harvest, Black History Month).
- Educational visits, community projects and residential experiences.
- Pupil voice through the School Council and class meetings.
- Charitable and social action projects supporting local and global causes.

5.3 Safeguarding and Behaviour

- Positive relationships and **Protective Behaviours** underpin behaviour support, promoting respect, responsibility and empathy.
- British Values (democracy, rule of law, individual liberty, mutual respect, tolerance) are actively promoted in line with the Prevent Duty.

6. Roles and Responsibilities

Governing Body

- Monitors the implementation and impact of SMSC provision via allocated link visit and subcommittees

Headteacher

- Ensures SMSC is integral to the curriculum and wider life of the school.
- Oversees staff training and deployment of resources.

Senior Leadership Team and Subject Leaders

- Audit and map SMSC opportunities.
- Support staff to plan and evaluate SMSC learning.

Classroom Staff and Support Staff

- Promote SMSC through daily interactions, planned lessons and spontaneous opportunities.
- Model positive relationships and values.

Pupils

- Are encouraged to reflect, express opinions, show respect and take part in shaping their learning and school environment.

7. Recording, Monitoring and Evaluation

- SMSC opportunities and outcomes are recorded in **curriculum planning, Digital Passports** and pupil work/photographic evidence.
- Leadership teams undertake regular learning walks, pupil voice and work scrutiny.
- Governors receive reports on SMSC through curriculum and safeguarding committees.
- Impact is evaluated using Ofsted's criteria.

8. Staff Development

- All staff receive induction and regular CPD on SMSC, British Values, Prevent and equality & diversity.
- Subject leaders and pathway leads share best practice and resources.

9. Links to Other Policies

This policy should be read alongside:

- Curriculum Policy
- PSHE and RSE Policy
- Safeguarding and Child Protection Policy
- Behaviour and Protective Behaviours Policy
- Equality and Diversity Policy
- Collective Worship/Assemblies Guidance

10. Monitoring and Review

The Headteacher and overview annually, considering:

- Pupil voice and parental feedback
- Ofsted and Local Authority guidance
- Outcomes from audits and curriculum evaluations