



SMSC POLICY

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At the heart of all that we do at Turning Point Academy is the holistic development of all students socially, morally, spiritually and culturally.

We are committed to promoting the spiritual, moral, social and cultural development of all students, enabling them to grow as confident, respectful and responsible individuals. This policy is informed by statutory requirements for schools to promote students' spiritual, moral, social and cultural development.

Our approach to SMSC is guided by our core values:

Belong – We create an inclusive environment where students feel valued, respected and able to develop a strong sense of identity and belonging.

Commit – We are committed to providing meaningful opportunities for students to explore values, relationships, rights and responsibilities through the curriculum and wider school life.

Thrive – By supporting students' personal development and wellbeing, we enable them to build confidence, resilience and understanding, preparing them for life in modern Britain.

SMSC development is embedded across all aspects of school life, delivered in a way that is inclusive, autism-informed and promotes equality, respect and positive participation in society.

The spiritual development of students is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

The moral development of students is shown by their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

The social development of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC at Turning Point Academy

SMSC has particularly strong links to Religious Education, Personal, Social, Health and Citizenship Education (PSHCE), English and Relationships and Sex Education (RSE). Whilst the formal curriculum supports pupils' personal development in line with the Ofsted Education Inspection Framework, enabling them to develop confidence, resilience, respect for others and an understanding of equality and diversity, at Turning Point Academy SMSC is at the core of everything that we do.

We recognise that Spiritual, Moral, Social and Cultural Development is crucial for individual students and it is crucial for society. We believe it is the heart of what education is all about - helping students grow and develop as people.

Some examples of how elements of SMSC are covered:

Ethos and Relationships

- Positive relationships between staff and pupils
- Staff modelling key values and effective relationships
- An ethos of fairness, equality and respect
- A commitment to the values of Accomplish, Belong and Thrive.

Behaviour and Personal Development

- Clear rules and consistent sanctions
- A restorative approach to behaviour management, enabling pupils to understand impact, repair relationships and learn from incidents- the aim being to understand what has happened, why it happened and how it felt for all those involved. Most importantly, any damage to relationships that may have arisen consequently can be repaired and valuable learning about what can be done differently next time to avoid a similar situation occurring can take place.
- High expectations for all pupils regardless of individual difference
- Character development is an important dimension of our students education and aspects of character and resilience building are implicitly and explicitly taught across the curriculum, through value of the week and through extra-curricular activities.
- The PSHE/RSE curriculum throughout the key stages covers in a thematic and spiralling way the 3 sub-strands of Health and Well-being, living in the wider world and Relationships- instrumental in developing our students socially, morally, spiritually and culturally. RSE is embedded into these themes to provide the necessary context for learning

Enrichment and Wider Opportunities

- Assemblies addressing local, national and global issues and national awareness days
- Trips, visits and residential experiences, D of E, ASDAN units and John Muir Award
- Whole-school themed days cover a range of calendared national awareness days (e.g. Anti-Bullying Week, Refugee Week, Holocaust Memorial Day, Fairtrade Week): Engaging lessons which motivate, engage and interest students and develop the social, moral, spiritual and cultural development of our students.
- Inspiring and aspirational visiting speakers, such as artists, authors, engineers, scientists and religious community members who add an

additional real life element into learning experiences across the curriculum and that help raise aspirations and challenge stereotypes that may limit students.

- An active School Council, student leadership team and opportunities for pupil voice
- Fundraising and community-based volunteering/citizenship activities
- A library collection that aims to reflect the diversity of the community in which we live, for example, including books written by or featuring: people of colour and those from the LGBTQ+ communities.

The Life Curriculum

The Life Curriculum provides structured opportunities to develop pupils socially, morally, spiritually and culturally. It includes:

- PSHE and RSE
- Value of the week: Character development
- ASDAN
- Careers education
- Forest Skills
- The Duke of Edinburgh Award Scheme
- The John Muir Award
- The student council/Student leadership team

Careers and Employability

- Careers Connect provides independent, impartial careers guidance from Key Stage 2 to Key Stage 4. This provision includes encounters with employers and education providers, workplace experiences and activities designed to challenge stereotypes.
- A Total of 21 hours are purchased and utilised responsively and flexibly to the needs of the students and includes; bespoke individualised programmes at Key stage 4; Pre-work experience programmes; experiences of the workplace; encounters with employers; encounters with higher education; workshops aimed at challenging stereotypes and enterprise; and the "Step Up" programme at Key stage 2.

Outdoor and Experiential Learning

Forest Skills, The John Muir Award and the Duke of Edinburgh Award develop resilience, teamwork, communication, problem-solving and self-awareness, supporting pupils' preparation for adulthood.

- At Key Stages 2 and 3, Forest Skills provides a multisensory outdoor learning programme that develops knowledge and experience in areas such as

orienteering, trail work, shelters and campcraft, bushcraft, fire and cooking skills, tool use and green woodworking, creativity and rural crafts, local biodiversity, and education for sustainability. The programme also builds transferable skills including problem-solving, teamwork, communication, resilience, self-awareness and curiosity, forming a strong foundation for progression to the Duke of Edinburgh Award at Key Stage 4.

At Key Stage 4, students participate in the Duke of Edinburgh Award, working towards the Bronze Award. Through volunteering, skills development, physical activity and expedition, students build essential life skills such as teamwork, leadership, decision-making, resilience, self-sufficiency, confidence and reflection, while learning to overcome challenges and work towards personal goals.

British Values and Prevent

The school actively promotes fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded across the curriculum and wider school life and support the school's duties under the Prevent strategy to protect pupils from radicalisation and extremism in an age-appropriate and proportionate manner.

Monitoring and Evaluation

- The SMSC Coordinator monitors provision and impact through planning scrutiny, impact assessments and evidence collection
- Progress is tracked through personal development, PSHE/ RE, drop down days and subject-specific assessments: work books, pupil voice, staff voice, photographs, observation, floor books.
- SMSC audits are undertaken at least twice yearly to identify strengths and priorities for development
- Oversight of SMSC provision forms part of the school's quality assurance processes and is reported to senior leaders and governance structures.
- At times specific areas of SMSC are targeted due to either pupil need, local priorities or to ensure effective coverage in response to audit.

Equality Act 2010

Turning Point Academy is committed to promoting equality, dignity and respect for all members of the school community in line with the Equality Act 2010. The school does not tolerate discrimination, harassment or victimisation and works actively to foster inclusion and positive relationships.

The protected characteristics under the Equality Act 2010 are:

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

*Some protected characteristics apply differently within school contexts; however, the academy promotes respect and understanding for all.

Through the curriculum, assemblies, policies and daily practice, pupils are supported to develop an understanding of equality, diversity and respect for others.