

		Date	Review Date
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Legal Status

This policy has been written in line with *Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils – Departmental advice for Independent Schools and Academies/Free Schools*.

This policy should also be read alongside the Equality Act 2010, the Prevent Duty (Counter Terrorism and Security Act 2015), Relationships, Sex and Health Education (RSHE) statutory guidance (2023), and Keeping Children Safe in Education (KCSIE, 2026 update).

2. Policy Applies To

- All staff (teaching and non-teaching) and volunteers working within TILT Education

3. Related Documents

- Curriculum Policy
- Educational Visits and Off-Site Activities Policy
- Behaviour for Success Policy
- Anti-Bullying Policy
- PSHE & RSE Policy
- SEND Policy
- British Values Policy
- E-Safety Policy
- Statement of Equality

4. Monitoring

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors (Head of Centre and Headteacher).

5. Rationale

At TILT Education, we recognise that the spiritual, moral, social and cultural ('SMSC') element of pupils' education is crucial to their development as individuals, enabling them to emerge as emotionally secure, resilient and responsible young adults.

SMSC promotes qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. These qualities are embedded across the curriculum, school life and ethos, and are closely linked to our Values and Behaviour for Success Policy.

SMSC also underpins the active promotion of British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs).

6. Aims of SMSC Provision

- **Spiritual development:** pupils are creative and reflective; inquisitive in learning; and respectful and accepting of others' beliefs and cultures within local, national, and global communities.
 - **Moral development:** pupils distinguish right from wrong; respect others; debate moral and ethical issues; and understand consequences of actions.
 - **Social development:** pupils develop collaboration and resilience; form positive relationships with people from different backgrounds; and take an active part in running school and community projects.
 - **Cultural development:** pupils explore their own and others' heritage; engage in extracurricular and creative opportunities; and **develop critical digital literacy and online resilience, including recognising risks of misinformation, extremism and discriminatory narratives online.**
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7. Delivery of SMSC

Our broad and balanced curriculum supports holistic development: physical, relational, emotional, intellectual, creative and spiritual.

Key elements include:

- Curriculum enrichment in Citizenship, History, Science (e.g. Renewable Energy), Outdoor Pursuits, Volunteering, and the John Muir Award.
 - Personal Wellbeing Schemes of Work, Offsite Activities, and Value-Based Assemblies.
 - Integration of British Values throughout teaching, assemblies and community partnerships.
 - School ethos and pastoral care, including tutorials and mentoring.
 - Weekly tutorial sessions with opportunities to reflect, journal, debate current issues and analyse media.
 - Assemblies and enrichment activities that are flexible to respond to local, national or global events.
 - Community engagement and social action projects (e.g. volunteering, fundraising, environmental responsibility).
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8. Measuring the Impact of SMSC

We assess the effectiveness of SMSC through:

- Behaviour analysis and incident logs (including bullying and discriminatory behaviour).
- Pupil voice surveys, reflections and feedback.
- Participation records from assemblies, enrichment and community projects.
- Evidence of respect, tolerance and responsibility in daily school life.

9. Staff Responsibilities

All staff at TILT Education are responsible for actively promoting SMSC development through their teaching, pastoral work, and day-to-day interactions with pupils. Specific responsibilities include:

Modelling the values of respect, fairness, resilience, and empathy in all interactions.

Planning lessons and activities that provide opportunities for pupils to develop spiritually, morally, socially, and culturally.

Contributing to assemblies, enrichment activities, and community projects.

Reporting concerns about a pupil's SMSC development, including extremism or radicalisation risks, to the DSL in line with the Prevent Duty.

10. Inspection Evidence

Evidence of SMSC provision available for inspection includes: schemes of work referencing SMSC opportunities across subjects; assembly and enrichment programme; records of pupil voice and survey outcomes; behaviour and incident logs; community partnership records; and curriculum planning documentation. The Headteacher and Head of Centre will ensure this evidence is current and accessible at the time of any inspection.