



# Spiritual, Moral, Social and Cultural (SMSC) Policy

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## Key Contacts for SMSC Policy

Headteacher	Jacqueline Davies	07833 191057	<a href="mailto:jdavies@icollege.org.uk">jdavies@icollege.org.uk</a>
Co- Headteacher	Jo Farley	07901382649	<a href="mailto:jfarley@icollege.org.uk">jfarley@icollege.org.uk</a>
Assistant Headteacher: (Safeguarding & Wellbeing)	Faye Miller	07771 989791	<a href="mailto:fmiller@icollege.org.uk">fmiller@icollege.org.uk</a>
Assistant Headteacher: (Curriculum, Progress & Achievement)	Emma Douglas	01635 48872	<a href="mailto:EDouglas@icollege.org.uk">EDouglas@icollege.org.uk</a>
Head of Personal Development & Careers	Ali Haynes	07464895993	<a href="mailto:Ahaynes@icollege.org.uk">Ahaynes@icollege.org.uk</a>
Head of PSHE	Antonia Palmer-Bryant	0163548872	<a href="mailto:antoniapalmer@icollege.org.uk">antoniapalmer@icollege.org.uk</a>

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## 1. Policy Aim

The provision aims for all learners to benefit fully from their time in education through high-quality teaching, strong pastoral care and a comprehensive Personal Development, Careers and PSHE programme, enriched by a wide range of experiences within and beyond the curriculum. Positive Spiritual, Moral, Social and Cultural (SMSC) development underpins learning, behaviour and attitudes, supporting learners to meet expectations, prepare effectively for life in modern Britain and contribute positively to society, while strengthening and aligning with the service's Vision Statement and related policies.

## 2. Spiritual Development

As young people develop physically, they also develop emotionally and psychologically. Through their learning and experiences at school, learners' personal beliefs, values and identities are shaped. To support positive spiritual development, including self-awareness, respect for others and exploration of meaning and purpose in life, the provision aims to:

- Promote self-esteem by celebrating, valuing and recognising achievements.
- Engage learners' imagination, creativity and emotions.
- Enable learners to reflect, question and explore their own beliefs and values.
- Provide opportunities for discussion and the exchange of views and insights in a respectful environment.
- Encourage understanding and appreciation of British values, including mutual respect and tolerance of different faiths and beliefs.
- Enable learners to experience a sense of awe and wonder and explore the mystery of life.
- Support learners who wish to explore religious faiths and non-religious worldviews in an inclusive, non-coercive way.

## 3. Moral Development

Young people enter school with varying levels of moral understanding shaped by their families, communities and previous educational experiences. The provision supports learners to develop a clear and positive moral code, enabling them to distinguish right from wrong, take responsibility for their actions and understand the consequences of their choices. Learners are encouraged to reject all forms of bullying, discrimination and cruelty and are supported to explore and respond appropriately to moral and ethical dilemmas they may encounter in school and in the wider world.

To support moral development, learners are encouraged to respect:

- The importance of truth, honesty and integrity.
- The necessity of rules, responsibilities and fair consequences, and the importance of the rule of law.
- The rights, beliefs, feelings and property of others.
- The value of compassion, empathy and respect in their interactions with others.
- Individual liberty, including making informed choices while understanding responsibility and boundaries.

**INSPIRATION KS1 & 2** Foxglove Way,  
Thatcham, Berkshire,  
RG18 4DH  
01635 877114

**POD PLUS KS3**  
Modular Building  
Paynesdown Road,  
Thatcham, Berkshire,  
RG19 3TE  
01635 243208

**The POD KS2 INTERVENTION  
KS3 & 4**  
88 Newtown Road,  
Newbury, Berkshire,  
RG14 7BT  
01635 49397

**INTEGRATION KS3 & 4**  
22, Highview, Calcot,  
Reading, Berkshire,  
RG31 4XD  
01189 416636

**INDEPENDENCE KS4 & 5**  
Richmond House, Bath Road,  
Newbury, Berkshire,  
RG30 1QY  
01635 48872

## 4. Social Development

As members of the school community, learners develop the social skills, values and behaviours needed to participate positively in society and prepare for life in modern Britain. Through high-quality teaching, pastoral support and wider opportunities, learners are supported to build confidence, resilience and positive relationships with others.

To support social development, the provision aims to enable learners to:

- Develop security and confidence in learning and receive appropriate support when facing personal challenges, including bereavement or loss.
- Show kindness, cooperation and respect for others, balancing individual needs with those of the wider community.
- Celebrate the achievements and successes of others.
- Contribute positively to the life of the school community and take shared responsibility for its wellbeing.
- Understand how their actions affect others and how the school relates to the wider local, national and global community.
- Participate in community service, volunteering and charitable activities.
- Understand and experience democracy, including having opportunities to express views, take part in decision-making and contribute to collective outcomes.

## 5. Cultural Development

Through their learning and wider experiences at school, learners develop their aesthetic, creative, intellectual and physical skills, alongside an understanding of their own cultural identity and heritage. The provision supports learners to appreciate the diversity and evolution of cultural traditions within society, to understand how cultural differences can lead to conflict, and to explore ways in which respect, dialogue and shared values can promote cohesion.

In preparing learners for life in modern Britain, the provision aims to enable learners to:

- Access a broad range of on-site and off-site learning experiences that promote cultural, creative and personal development.
- Develop understanding, respect and appreciation for different cultures, beliefs, faiths, social circumstances and lifestyles, and the impact these have on individuals and communities.
- Engage with a range of artistic, cultural, sporting and intellectual activities that reflect the diversity of British society and the wider world.
- Understand and value British values, including mutual respect and tolerance of different faiths and beliefs, and recognise the importance of inclusion and equality in a diverse society.

## 6. SMSC in Practice

SMSC development is promoted consistently across all aspects of school life and is the responsibility of all staff. It is embedded within teaching and learning, enrichment activities and pastoral systems to ensure learners' personal development is supported effectively.

### Teaching and Learning

Teaching and learning across the curriculum provide planned and purposeful opportunities to promote SMSC. Staff support learners to develop reflection, moral reasoning, positive relationships and cultural understanding through subject content, discussion, collaborative learning and appropriate challenge.

### Personal Growth and Wellbeing BTEC

The Pearson BTEC in Personal Growth and Wellbeing provides a structured, accredited framework to develop essential life skills, resilience, and self-awareness. It complements and strengthens existing provision in Citizenship, Relationships and Sex Education (RSE), and Careers Education. For our learners, this course offers an inclusive and achievable pathway that supports personal development and progression. It is designed to meet the needs of different learning journeys, with progression routes from Entry Level 3 through Level 1 and level 2, ensuring accessibility for all learners. iCollege are committed to delivering Personal Growth and Wellbeing from Sept '26

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01635 49397

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22, Highview, Calcot,  
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RG31 4XD  
01189 416636

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RG30 1QY  
01635 48872

## Off-site and Enrichment Activities

Off-site activities, educational visits and enrichment opportunities are planned with due regard to their role in promoting SMSC development. Providers and staff ensure learners are supported to engage positively, develop independence and resilience, and gain insight into the wider community and society.

## Pastoral Care

SMSC issues relating to individual learners may arise through daily interactions, pastoral support, behaviour management and safeguarding processes. Leading Teachers and pastoral HLTAs hold primary responsibility for addressing these issues, supported by the Headteacher, who provides strategic oversight. Where appropriate, matters are discussed with learners, parents/carers, staff and external agencies to ensure learners are supported effectively and consistently.

## Awareness Days

Awareness days operate on a planned three-year rotation; they are aligned to the school's five core values and strategically spread across the academic year. These are whole-school events providing meaningful opportunities for discussion, reflection, and engagement with real-world issues, while fostering empathy, respect for diversity, and social responsibility. By involving learners in planned activities, awareness days promote learner voice and active participation, ensuring values are clear, consistent, and relevant. They also demonstrate our commitment to preparing learners to become well-rounded, responsible, and informed members of society.

## 7. Monitoring and Review

The effectiveness of this policy is monitored through leadership oversight, curriculum review, learner voice, behaviour and attendance information and safeguarding systems. The policy will be reviewed every two years or as needed to ensure it remains aligned with statutory guidance, Ofsted expectations and the needs of learners.

Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
3	10.10.17	SWC	Transferred to iCollege format and contact details updated and appendices from Child protection & Safeguarding Policy added	October 2017
3.1	Eapproved Dec19	COG	Dates and KCSIE minor changes. Appendices removed and cross-referenced to CP policy.	November 19
3.2	eApproved	COG	Date and KCSIE	March 2021
3.3	27.02.24	SWBAC	Date, Key Contact List, KCSIE, acronyms, format	January 24
4	10.02.26	MC/SWBAC	Full re- write- AH & ED	January 26

Head Teacher:	Sign:	Chair of Governing Body:	Sign:
Jacqueline Davies		Tim Pritchard	
Date		Date:	

### Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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