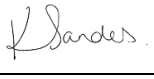
SP11a – Spiritual, Moral, Social and Cultural Development Policy

RISE Learning Zone.
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Reason	Amendment Details	Author	Date
1st Issue	Updated policy	Kirsty Sanders	07.2025

Full Policy Sign Off

Signed	
Printed	Kirsty Sander
Position	Director
Dated	07.2025

What is SMSC?

SMSC stands for **Spiritual, Moral, Social and Cultural** development.

As of November 2014, schools must now promote British Values. The advice from the DfE is to do this through SMSC.

What are 'British values'?

According to Ofsted, 'fundamental British values' are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Definitions

The Department for Education outlined the definitions for each area as:

Pupils' spiritual development 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.

Pupils' moral development 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.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, 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.

Pupils' cultural development 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.

Aims

At RISE Learning Zone, the young people and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of RISE is such that all people who come into our school, whether staff, learners, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

RISE will help the learners to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

As an Alternative Education Provider, we aim to deliver an education that will give the young people the skills, knowledge and understanding that enables them to work towards their full development in each of these areas. In order to do this, we strive to ensure:

That everyone connected with RISE Learning Zone is aware of our values and principles.

That all workers, volunteers and visitors model and promote expected behaviour, treating all people as valuable individuals and showing respect for young people and their families.

There is a consistent approach to the delivery of S.M.S.C. education through the curriculum and the general life of RISE.

That a young person's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

That a range of learning and teaching styles are used.

That all learners have an equal opportunity to access the provision for S.M.S.C. education

Planning

In planning lessons, tutors are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across RISE Learning Zone. Learners are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder.

- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important.
- A sense of security, well-being, worth and purposefulness

RISE will develop a climate or ethos within which all learners can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity if individuals. These can occur during any part of the school day, e.g., when listening to music, group discussions, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At RISE Learning Zone we believe that a morally aware learner will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and others' actions.
- Have an ability to make responsible and reasoned judgements.
- Ensure a commitment to personal values.
- Have respect for others' needs, interests and feelings, religious beliefs and faiths as well as their own.
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

RISE Learning Zone develops learner **moral** development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.

Promoting racial, religious and other forms of equality

- Giving learners opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which learners can express their views and practice moral decision making.
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in RISE.
- and wider community
- Encouraging learners to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue throughout the curriculum; reinforcing the RISE values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Tutors will always discuss with their classes a code of conduct (ground rules) for the classroom based on the values held by RISE. We teach the young people to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the young people to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through group work, tutor time, Life-skills lessons and PSHE. RISE is interested in the development of the whole child and will endeavour to raise their self-esteem and will highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At RISE Learning Zone we recognise that learners who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school.
- Understand the notion of interdependence in an increasingly complex society.

RISE Learning Zone develops learner social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- Encouraging learners to work co-operatively.
- Encouraging learners to recognise and respect social differences and similarities.
- Providing positive experiences to reinforce our values as a school community - for example, through tutor time, team building activities, residential experiences.
- Helping learners to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for learners to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Young people should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Learners who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity.
- An interest in exploring the relationship between human beings and the environment.

RISE Learning Zone develops learners' **cultural** development by:

- Extending learners' knowledge and use of cultural imagery and language
- Encouraging learners to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for learners to participate in literature, drama, music, art, crafts and other cultural events and encouraging learners to reflect on their significance.

- Reinforcing RISE Learning Zone cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend learners' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for learners to extend their cultural development across the curriculum.

SMSC Opportunities

There are key opportunities within RISE for SMSC education and these include:

- A planned Personal, Social, Health curriculum
- Tutor time following planned themes that explore important values, aspects of our heritage and other cultures e.g., festival days, the patron saints and national celebrations.
- A group discussion reflecting on the week.
- Learner Voice opportunities
- Classroom, break & lunchtime agreements.
- A Behaviour Policy agreed by staff and learners.
- Themed education weeks
- Assessment for learning
- Development of emotional literacy key workers
- Planned work in other curriculum areas.

Learner Voice

The term 'Learner Voice' describes how learners give their input to what happens within RISE Learning Zone and the classroom. Our desire is for learners to know that their expertise, opinions and ideas are valued in all aspects of school life. Learner Voice permeates all levels of our work together, from learners participating in small group classroom conversations to young people establishing procedures, events and contributing to the overarching ethos of RISE Learning Zone.