



## **CAST Angling Project – Social, Moral, Spiritual, and Cultural (SMSC) Policy**

Reviewed on 21<sup>st</sup> August 2025

To be reviewed on 20<sup>th</sup> August 2026

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### **Introduction**

CAST is an Alternative Provision with mixed learners. Ages from 11-16 years, and for some; transitional opportunities for Post 16 Learners.

CAST is predominantly an outdoor Alternative Provision and is set within an environment which prides its ethos in Land Based Studies.

CAST is a work related and community driven Project offering learners the opportunity to develop knowledge and skills within this, supporting those with practical community projects within the area.

The Educational Day at CAST supports all educational, social, emotional and mental health needs with those who have specific difficulties; some will have diagnoses or Education and Health Care Plan. Learners are referred by



Schools, Local Authorities and Social Services to engage and experience life at CAST and access opportunity for them to feel safe and enjoy learning.

## **Aims of the Policy**

The Policy will reflect the practise to ensure learners are accessing the following criteria:

take from guidelines and supported by the Citizenship Foundation/DFE.

CAST regards, Spiritual, Moral, Social and Cultural aspect of Education as a core entitlement for all learners within the delivery and promoting of British Values, taken from the document Departmental advice for maintained schools November 2014.

- Promoting Fundamental British Values as Part of SMSC in Schools, DfE, November 2014.
- Guidance on Promoting British Values in Schools, DfE, November 2014.

It gives a framework within which all staff, both teaching and non-teaching work and it gives guidance on the planning, teaching, organisation within CAST.

CAST provides SMSC in a formal and informal settings and is present in every aspect of the day and educational work. Through SMSC curriculum (fundamental British Values) FBV are promoted.

The Government has set out its definitions of British Values in the development of SMSC which is important in the way we work. It is embedded in the culture of the provision, modelled by the staff and pupils throughout the day as well as being taught discreetly, elements will be seen in PSHE (Personal, Social, Health Education) and SRE (sex and relationship education).

## **SMSC**

### Spiritual

Explore beliefs and experience; respect Faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Ofsted definition of 'spiritual development'.

Pupils' **spiritual** development is shown by their:

- Ability to be reflective about their own beliefs, religion 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 experience.

### Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Ofsted definition of '**moral** development'

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.

### Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Ofsted definition of '**social** development'

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.

### Cultural



Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Ofsted definition of '**cultural** development'

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.

### **Audience**

This policy has been made available to:

- All teaching staff.
- All other staff.
- The Senior Management Team.
- External Agencies on request.

A copy is also available in:

- The Main office in the Policy file/Electronic copies available

This is to ensure that the policy is readily available to visiting teachers, outreach, support staff, parents/carers, social workers, education officers, educational psychologists and inspectors.

### **Subject Aims**

In line with the new Ofsted 2025 framework requirements SMSC will allow learners to access and build in the key areas of Character Development:

<https://thirdspacelearning.com/blog/new-ofsted-framework-2025/>



*... character development (resilience, confidence and independence) and the importance of learners' discovery of their interests and talents should be explored and embedded into a curriculum... we also find a mention of how schooling should be preparation for life, and thankfully, this doesn't specify as adults meaning that one conceivable reason for education is to help learners to navigate life in the here and now.*

This will be evidenced within the Yearly Programme developed by the SMSC Co-ordinator within this Policy.

1. To meet the criteria set by the suggested programmes of study for SMSC taken from Gov.uk documents.
2. To meet the criteria set by specific Derbyshire DCC (Derbyshire/Derby County Council), NCC (Nottingham County Council) guidelines.

### **Career-Linked Aims**

SMSC will also be delivered discreetly in small groups/through practical and morning activities.

Within the programme identified areas of Careers Week, Volunteering, Charity work, Legislation Local, National and Global areas of Work-related or Career work is achieved.

It supports the development of the knowledge and understanding skills and attributes that young people require thriving in their future working lives. Accessing the rights and responsibilities and understanding of tolerance, equality and diversity within a workplace.

### **Curriculum Documentation and School Organisation**

SMSC will be evident in areas of the PSHCE.

Taken from KS3 and KS4 curriculum that reflects more suitability to the provision.

Learners will access current news issues that support the programme creating more relevance for the learner over a fortnightly theme. A set plan is evident for purpose

- SMSC Curriculum file reflecting the key documentation is within the Main Office. Related SOW and lesson plans used from suggested websites, resources also available from Fiona Fitzsimmons on related topics and suggestions for SOW options.
- <https://www.pshe-association.org.uk/> used for documentation purposes for PSHE, SRE. Programme of study in curriculum file.



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- Some SMSC and PSHCE will be determined and adapted if there are specific concerns to curriculum in relation to student's Learning Plan/ECHP.
- Off site Visits to attractions/learning opportunities to enhance learning and look at work relating use of SMSC, to make this more hands on and real for CAST learners.
- Tutors will deliver sessions from planned resources/sessions, targeting a topical area, appropriate to what learner literacy and understanding capabilities.

There may be some adaptations made to this timetable throughout the school year to include current issues in SMSC education and reflect individual learning needs and interests of students. Please see the most up to date version attached at the end of the policy.



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Autum Term	Identity, Respect and Belonging		
Week 1	Who am I?	Session 1	Discovering my strengths
		Session 2	Building self-belief
Week 2	Understanding values	Session 3	What matters to me
		Session 4	Shared values
Week 3	Respect and Empathy	Session 5	Understanding respect
		Session 6	Empathy in action
Week 4	Relationship and Teamwork	Session 7	Working with others
		Session 8	Communication counts
Week 5	Fairness and responsibility	Session 9	Fair play
		Session 10	Taking responsibility
Week 6	Understanding difference	Session 11	What makes us unique
		Session 12	Learning from others
Week 7	Belonging and Inclusion	Session 13	Being part of a group
		Session 14	Supporting each other
Week 8	Responsibility to the environment	Session 15	Caring for nature
		Session 16	Eco-ethics
Week 9	Community and co-operation	Session 17	Our local area
		Session 18	Helping hands
Week 10	Self-discipline and focus	Session 19	Staying focused
		Session 20	Managing emotions
Week 11	Reflection and growth	Session 21	My journey so far
		Session 22	Celebration and strengths
Week 12	Term celebration	Session 23	Our group story
		Session 24	Looking ahead
Spring Term	Resilience, Wellbeing and Community		
Week 1	Growth mindset	Session 1	Challenges help us grow
		Session 2	The power of 'Yet'
Week 2	Overcoming setbacks	Session 3	Learning from mistakes
		Session 4	Staying calm under pressure
Week 3	Emotional awareness	Session 5	Naming feelings
		Session 6	Supporting a friend
Week 4	Mindfulness and focus	Session 7	Still waters
		Session 8	Focus and patience
Week 5	Healthy habits	Session 9	Mind and body
		Session 10	Rest and recharge
Week 6	Nature and wellbeing	Session 11	The healing power of nature
		Session 12	Environmental stewardship
Week 7	Teamwork and trust	Session 13	Building trust
		Session 14	Encouraging others
Week 8	Community and belonging	Session 15	Our local community
		Session 16	Giving back
Week 9	Problem-solving	Session 17	Finding solutions
		Session 18	Learning from feedback



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Week 10	Resilience and recovery	Session 19	Bouncing back
		Session 20	Inner strength
Week 11	Reflection and achievement	Session 21	Celebrating success
		Session 22	Gratitude and growth
Week 12	Term celebration	Session 23	Community showcase
		Session 24	Looking forward
Summer Term	Citizenship, Responsibility and Future Pathways		
Week 1	What makes a good citizen	Session 1	My role in the community
		Session 2	Local heroes
Week 2	Caring for our shared spaces	Session 3	Respecting shared environments
		Session 4	Protecting wildlife
Week 3	Leadership skills	Session 5	What makes a leader
		Session 6	Leading by example
Week 4	Working as a team	Session 7	Collaboration and roles
		Session 8	Resolving conflict
Week 5	Independence and responsibility	Session 9	Owning my actions
		Session 10	Safe choices outdoors
Week 6	Making a difference	Session 11	Positive impact
		Session 12	Taking initiative
Week 7	Preparing for the future	Session 13	Transferable skills
		Session 14	Setting personal goals
Week 8	Careers and pathways	Session 15	Exploring opportunities
		Session 16	Skills for success
Week 9	Respect and tolerance	Session 17	Understanding differences
		Session 18	Inclusive communities
Week 10	Respect and Ethics	Session 19	Doing the right thing
		Session 20	Leadership with integrity
Week 11	Reflection and transition	Session 21	My journey through CAST
		Session 22	Celebrating each other
Week 12	Looking ahead	Session 23	Farewell and future hopes
		Session 24	Celebration and showcase

### **Class Organisation and Teaching Style**

- At Cast Angling Project there will be a wide variety of teaching strategies and styles, which should be reflected in the planning.
- Recommended resources and topics will be given.
- There should be a mix of class teaching and outside teaching when and where possible.
- There will also be use of local and wider community to cover aspects of the proposed curriculum. Group/paired work and even individual work is key to the delivery of this subject.
- A good focus is discussion and drawing open minded opinions. This could be in the form of debates, verbal boxing and games.





- As a provision, we should be promoting learner's independent thinking, building upon their own knowledge and experiences and extending their knowledge and understanding through open, dynamic and civilised discussions/debates.
- Learners are encouraged to appreciate different social and cultural backgrounds; to think openly and challenge stereo types, to respect others and their opinions.
- Good teaching and learning will be evident with the outcomes of work, whether it be written, visual, photographic, role play and creativity are essential to engage the learners.

### **Time Allocation**

Morning activities – 30 minutes informal.

15/20 minutes per session (delivered around the daily subject area delivered).

### **Tracking of SMSC Evidence**

Staff Member Eryn Ford has a tracking document to track subjects/topics covered by the learners. This will be accessible within the main office.

A tracking sheet will be placed in the Student folder to determine what they have achieved that session within the SMSC section of their file.

SMSC Co-ordinator to review the teaching and learning of the subject and to evaluate for next academic year. This will be done every half term or in line with the QA Calendar.

Introduced to each student's classroom folder to recognise and celebrate the work they have achieved with in this subject.

### **Reporting**

- SMSC grid tracker, used to audit and track SMSC in lessons by Cast tutors.
- Records are kept for each learner by the SMSC subject coordinator.
- A SMSC tracking file, available electronically and on paper will be used for each tutor group.
- Half termly individual reports will build in the SMSC learning progress of each learner.

### **Coordinator's Role**

- Preparing a Yearly Programme, resources and weekly session plans.



- Track SMSC progress of learners within a document that is accessible to all.
- Advise Tutors of up-and-coming weekly ideas – through a short meeting.
- Liaising with external agencies and inspectors regarding the implementation of SMSC.
- Ensure effective teaching and learning.
- Meeting submission and reporting deadlines set by managers.
- Attend meetings for CPD training.

### **INSET Provision**

INSET needs are identified through:

- Curriculum and provision development planning.
- Curriculum review and evaluation.
- Coordinator needs.
- Individual needs.

These are prioritised by the Senior Management Team.

### **Equal Opportunities**

See whole provision policy on Equal Opportunities.

All staff at CAST are responsible for ensuring that all learners, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

### **Special Educational Needs**

All students have specific needs within the provision which is identified in their individual education programmes.

Each requirement is addressed through the process of agencies information, ECHP. Needs are catered for physically and training for staff ensures they are able to support the students correctly.

Risk assessments of trips, activities and tasks will be reflected to the learner's own risks and needs.

Learning aids used to support students are:

- Differentiation in place – written.
- Pictorial and practical resources in place.
- ICT interactive quizzes and games to engage.
- Visual information given.
- Assessment can be based on oral and through teacher observation. All learners will peer and self-assess their work.



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- Practical outside fishery management.
- Role play/hot seating allows context for some learners.
- Visits and trips allow students to understand the industry.
- Verbal boxing exercises.
- Literacy/Numeracy and ICT skills used.
- Encourage more oral, discussion and thoughts of interpretations (Communication).

### **Evaluation and Review**

Evaluation and review of the policy and any schemes of work take place on an annual basis and in line with curriculum action plan targets.