



**Hatherley**  
INFANT SCHOOL

# Spiritual, Moral, Social and Cultural Policy

Agreed: September 2017

Review: September 2019

Next Review: September 2021

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

[admin@hatherley-inf.gloucs.sch.uk](mailto:admin@hatherley-inf.gloucs.sch.uk)

All staff at Hatherley Infant School recognise that the welfare of each child is paramount and take seriously the responsibility to safeguard and promote the welfare of the children and you people in their care.

## Rationale

We have an obligation 'under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

We consider the children's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

## Introduction

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, the school behaviour code, extra-curricular activities and circle time activities.

We acknowledge the DES guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs', although these values are not actually unique to Britain alone.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

All school personnel are reminded to maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

We work hard to:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect the civil law and criminal law of England;
- encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

(Promoting British values as part of SMSC (DES) )

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is

essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To protect children from the risk of radicalisation and extremism.

## Spiritual Development

We see spiritual development as the way children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help children make sense of these questions through the curriculum, collective worship, the school ethos and climate.

We see spiritual development as an important element of a child's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

## Moral Development

We believe that pupils' moral development involves:

- acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- reflecting on the consequences of their actions;
- learning how to forgive themselves and others;

- developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline

## Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand social justice and a concern for the disadvantaged

## Cultural Development

We believe pupils' cultural development involves pupils acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

## Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;

- explore relationships with friends, family and others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

## Role of staff

School staff will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## Evaluation, monitoring and record keeping

It is our intention that collective worship will contribute to the whole curriculum and in particular to the spiritual development of our children. The evaluation and monitoring of the contribution which worship makes is through discussion with and observation of children as they respond to and reflect upon experiences. Our aims for collective worship are reflected in teaching styles across the whole curriculum and contribute to the spiritual, moral, social and cultural development of our children e.g.

Spiritual – listening and responding to music, visual stimuli

Moral – behavioural expectation

Social – autonomy, self-esteem, independence

Cultural – art, history

Leaders of collective worship are invited to keep a brief record of themes, styles and approaches used in each service. This record is kept in the staffroom/hall.

This policy will be reviewed every two years.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## Appendix 1

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>KS1 School collective worship</b> led by Headteacher	<b>Visitor assemblies or class collective worship</b>	<b>Whole School Collective worship and singing</b> led by teachers	<b>KS1 School collective worship</b> led by Teachers	<b>Special Award Assembly and birthdays</b> led by teachers
9.00 am	9.00 am	9.00 am	9.00 am	9.00 am

## Linked Policies

▪ Curriculum	▪ Collective Worship
▪ RE	▪ Equalities
▪ Safeguarding	▪ Ethos

