



Spiritual, Moral, Cultural and Social Policy

Last reviewed: April 2026

Reviewed by: Headteacher

Review frequency: Annual

Approved by: Curriculum & Standards Committee 01.05.26

Review next due: April 2027



Rationale

At Castle Hill School, we recognise that the spiritual, moral, social and cultural development of each child is of fundamental importance to their education and in creating kind, compassionate, confident citizens ready to face life in modern Britain.

Our curriculum, and our personal development of pupils, helps to develop an informed and balanced view on world events and the beliefs and values of others.

Staff at Castle Hill take **pride** in acting as role models to promote British Values within school. They model what it means to act with **integrity**.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Spiritual Development

The spiritual development of pupils 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.

Ways we promote Spiritual Development:

- **Encourage "Awe and Wonder"**: Fostering **curiosity** by creating opportunities for pupils to experience breathtaking moments for example: in nature, science, art or music as well as through giving them unforgettable experiences such as: Young Voices and visiting the Houses of Parliament.
- **Promote self-esteem**: Encourage pupils to show **bravery** and to take risks and face challenges within a secure and positive environment.
- **Moments of Reflection**: Implement a moment of reflection at the end of whole school assemblies helping to create a sense of **belonging**.
- **Ask "Big Questions"**: Encourage pupils, and create opportunities, to explore profound questions about life and the world around them. Each RE unit is summarised by a 'Big Question.'
- **Nurture empathy and kindness**: Promote tolerance and compassion by teaching pupils about different ideas and beliefs and encouraging pupils to understand the impact of their actions on others. Use events such as 'Anti-Bullying' week and Odd Socks Day which is an annual event celebrating diversity and inclusion.

- **Give:** Encourage pupils to give to others through small acts of kindness as well as raising money for, or supporting, our local community and various charities through marking events such as: Harvest Festival, Pupils in Need and Comic Relief and donating to the Christmas Shoebox Appeal.
- **Take notice:** Spend time in nature to develop mindfulness and appreciation for the world. Some of the ways in which we facilitate this are the use of Forest School, a spiritual garden and a sensory garden in EYFS.
- **Explore Worldviews:** Discuss diverse viewpoints to help pupils appreciate different ways of thinking. This is the basis of the new RE curriculum which is statutory from September 2026.
- **Encourage self-reflection:** Use Packtypes as a tool to help pupils to understand their own skills and strengths as well as areas they find more challenging. Use the language of Packtypes to reflect on what they have done well and behaviours they may need to work on. Use this knowledge to help to understand others around them.

Moral Development

The moral development of pupils is shown by their:

- ability to understand what is 'right'; what is 'wrong' and what is 'fair'
- ability to understand a situation from different perspectives and to empathise with others' points of view or needs
- development of empathy for others and of their thoughts, feelings and points of view

Ways we promote Moral Development:

- **Foster Positive Relationships:** Build positive relationships between staff and pupils built on mutual respect and trust.
- **Be a Positive Role Model:** Adults in school will demonstrate empathy and kindness and will model how to act with **integrity**. They will model how **'Words matter'** by communicating respectfully with each other, with pupils and with parents.
- **Encourage Empathy and Perspective-Taking:** Teach pupils to understand and share the feelings of others by discussing emotions and encouraging them to consider different viewpoints ("walking in someone else's shoes").
- **Open Dialogue and Discussion:** Engage pupils in conversations about moral dilemmas, ethical choices, and the consequences of actions to help them think critically.
- **Use Literature and Storytelling:** Read books that present moral dilemmas, discussing the characters' choices, motivations, and the resulting outcomes.

- **Establish Clear Expectations & Positive Reinforcement:** Set clear rules regarding moral behaviour (**integrity**, kindness, honesty) and reinforce good behaviour with praise, while providing gentle correction for mistakes. Teach pupils about why rules are necessary and have a consensus of values that are stated clearly and owned by everyone. These are our “Diamond Rules.”
- **Implement School-Wide and British Values:** Foster moral growth through assemblies, circle time, and integrating both British, and school, values into the curriculum.
- **Circle Time and Class Discussions:** These times provide a safe space to discuss feelings and resolve conflicts.
- **Restorative Approaches:** Use restorative conversations to help pupils to understand the impact of their actions on others and find ways to make amends.
- **Develop a sense of fairness:** Teach pupils that different people need different things and that true equality is about equity (ensuring access by considering individuals’ needs and removing barriers wherever possible).
- **Work in partnership:** Ensure that parents sign a ‘home/school agreement’ when their child starts at Castle Hill. The relationship between school and parents is key to ensuring pupils are given consistent, clear and fair boundaries that will help them understand the consequences of their actions.
- **Encourage a sense of what is right:** Use Packtypes to develop emotional intelligence and understanding of different behaviours and encourage their ‘Retriever’ behaviours (doing the right thing). Recognise the value of honesty and accept responsibility for their actions. Modelling how to acknowledge, and put right, your mistakes.

Social Development

Social development and the development of executive function is crucial to a pupil’s emotional wellbeing and future academic success. It forms part of Personal, Social and Emotional Development (PSED) in the EYFS curriculum and is increasingly an area that is preventing EYFS pupils from gaining a Good Level of Development (GLD) at the end of their Reception year.

The social development of pupils is shown by their:

- ability to interact with others
- communication skills and development of vocabulary and language ('**Words matter.**')
- relationships with peers and adults
- ability to regulate their emotions
- demonstration of empathy towards others
- listening and attention skills
- ability to demonstrate sustained focus on a task
- ability to take turns and collaborate with others
- development of understanding of social norms
- growing independence and emotional resilience

At Castle Hill, a pupil's social development is underpinned by our vision that:

'Words matter.'

Ways we promote Social Development:

- **Peer Interaction and Friendships:** Modelling play in the EYFS classroom and outside at breaktimes and lunchtimes; encouraging sharing, turn-taking and learning to work together.
- **Develop language:** '**Words matter. Why??**' Make pupils' language development a priority. Vocabulary teaching as part of Quality First Teaching (QFT) is at the heart of everything we do at Castle Hill. Early intervention is key to identify issues and the use of programmes such as NELI and Words Unite help to close the gap.
- **Encourage empathy:** Through our PSHE curriculum and through the teaching of British Values, as well as in other areas of school life, use role-play, games and discussions to understand others' feelings and viewpoints.
- **Build Pupils' Emotional Regulation:** Teach pupils to recognise, express, and employ strategies to manage strong emotions.
- **Model Behaviour:** Adults across the whole school model respectful communication and social etiquette.
- **Use of structured group work:** Collaborative activities are planned into the curriculum which require pupils to work in partnership with others.
- **Playground Interaction:** Pupils learn to turn-take, share, and negotiate rules during games.
- **Conflict Resolution:** Adults in school facilitate discussions to help pupils resolve disagreements.

- **School Council:** Pupils' are encouraged to show **bravery** and stand for school council and present a manifesto to the whole school. Pupils vote in a democratic process to elect their school councillors. These school councillors work on behalf of their peers and make positive contributions to school life.

Cultural Development

The cultural development of pupils is shown by their:

- understanding of, and respect for, their own heritage and those of others
- willingness to participate in artistic, musical, sporting and cultural experiences
- **curiosity** about, and respect for, different faiths, ethnic groups and communities
- respectful attitudes to others
- own level of "cultural capital" that will prepare them for life in modern society

Ways we promote Cultural Development:

- **Artistic and Cultural Exposure:** Participating in drama, music, dance, and visiting museums or theatres.
- **A Diverse Curriculum:** Pupils are exposed to a wealth of stimuli from their own culture and those of others. They will be woven through the whole curriculum in particular RE, PSHE, literature, art and music. Visits out of school and visitors to the school will also support this teaching.
- **Cultural Capital Building:** There are a range of ways in which we build pupils' cultural capital including: through the provision of our Castle Hill '10 Opportunities' that all pupils will experience during their school journey, the careful selection of homework activities for our termly 'P.A.W.S' (Purposeful Activities Without School), Forest School outdoor learning and events such as Young Voices.
- **Encourage tolerance and appreciation:** Invite experts, or community members such as parents to share their cultural practices.
- **Celebrate Diversity:** Teach pupils about festivals from a range of cultures and religions and encourage pupils to talk about their own beliefs and culture and take **pride** in their heritage.

Opportunities to nurture the cultural development of the child exist in all curriculum areas. Pupils may NOT be withdrawn from learning about other cultures through any lesson or activity other than RE lessons and/or collective worship. Pupils will learn about a range of faiths, ideas and beliefs through the people, places, events and literature studied, through the PSHE curriculum and through other areas of school life such as assemblies.

British Values



The DfE states that there is a need “to create and enforce a clear and vigorous expectation for all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The four fundamental British values, as defined by the UK government and promoted in education and public life, are **democracy**, the **rule of law**, **individual liberty**, and **mutual respect and tolerance** for different faiths and beliefs. These values aim to promote a safe, fair, and cohesive society, ensuring equality and freedom for all citizens.

Key Aspects of British Values:

- **Democracy**: An understanding of how everyone has a role in influencing the democratic process and being willing to listen to different views. It includes the right to vote and influence decisions.
- **Rule of Law**: The principle that everyone is subject to the law, which is applied fairly and equally, ensuring a safe and secure environment. It implies that no one is above the law.
- **Individual Liberty**: Protection of your rights and the rights of others around you, including the freedom to believe and act within the law.
- **Mutual Respect and Tolerance**: Respecting the values, ideas, and beliefs of others while not imposing our own, including those with different faiths and beliefs, or no faith.

These values are underpinned by the Equality Act 2010, which protects individuals from discrimination across nine protected characteristics, including age, race, religion, gender, and sexual orientation.

This policy should be read in conjunction with:

Aims, Visions and Ethos policy

The Equality Statement

Behaviour policy

Anti-bullying and hate incidents policy

RSE policy

PSHE policy

Safeguarding policy