

Spirituality is seen as a process rather than a fixed thing – it is a journey of **encounter, reflection and transformation**.

- ★ **Encounter** – Experiencing moments that inspire awe, wonder, and deep thinking. This could be through nature, relationships, acts of kindness, or moments of stillness and prayer.
- ★ **Reflection** – Taking time to consider these experiences, exploring their meaning and how they connect to personal beliefs, values, and emotions.
- ★ **Transformation** – Allowing these reflections to shape thoughts, actions, and relationships, leading to personal growth and a deeper sense of purpose

Through high-quality teaching, purposeful talk, assemblies, collective worship and opportunities for stillness, pupils develop self-awareness, empathy, respect for others and a growing sense of purpose.

Moral Development

We support pupils to develop a **strong moral compass** by modelling fairness, honesty and respect. Pupils are taught to distinguish between right and wrong, apply this understanding in daily life and respect the civil and criminal law of England. They learn to recognise the consequences of their actions and are encouraged to make responsible choices.

Our behaviour approach, rooted in **The Empowerment Approach** and **Trick Box**, supports pupils to reflect on behaviour, recognise underlying needs and develop prosocial decision-making skills. Calm, restorative conversations enable pupils to learn from mistakes and repair relationships within a supportive environment

Oracy plays a key role in moral development. Through discussion of moral and ethical issues - such as equality, sustainability and justice - pupils learn to reason, disagree respectfully and consider different viewpoints. This develops empathy, integrity and a sense of responsibility as active citizens

Social Development

We promote pupils' social development by enabling them to build positive relationships, work collaboratively and contribute to a supportive school community. Pupils are taught to communicate respectfully, include others and take an active role in shared routines and responsibilities.

Our relational ethos ensures pupils feel safe, valued and supported. With calm adult guidance and appropriate regulation strategies, pupils develop the confidence and interpersonal skills needed to collaborate, listen, resolve problems and demonstrate prosocial behaviour within and beyond school.

We foster **social responsibility** by helping pupils understand the impact of their actions on others and encouraging them to contribute positively to the school, local and wider community. Opportunities such as pupil leadership roles, community projects, eco-initiatives and acts of service enable pupils to take increasing responsibility and develop a sense of civic engagement.

Pupil voice is central to social development. Through structured opportunities - including pupil voice groups, leadership roles and participation in decision-making - pupils learn to express views, listen to

others and influence school life. This develops confidence, agency and an understanding of democratic participation.

Pupils demonstrate social development through:

- using a range of social skills in varied contexts, including with peers from different religious, ethnic and socio-economic backgrounds
- willingness to participate in different communities, volunteering, cooperating well with others and resolving conflicts effectively
- acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance
- taking increasing social responsibility through participation in community, environmental and charitable initiatives
- contributing their ideas, perspectives and leadership through structured pupil-voice opportunities

Cultural development

We promote pupils' cultural development by introducing them to a wide range of traditions, beliefs, creative arts and ways of life. Through the curriculum, collective worship, celebrations and community links, pupils develop an understanding of diversity and what it means to be part of a connected world. They are encouraged to value difference, recognise shared humanity and develop curiosity about cultures beyond their own

The Federation celebrates an annual **International Day**, with a different continent selected each year. Over their time with us, pupils explore all seven continents, strengthening their understanding of global diversity and cultural identity.

Cultural development is further strengthened through our **Federation Promise**, which ensures that every pupil accesses a rich and varied cultural offer across their seven years. This includes creative workshops, performances, visits to places of cultural significance and opportunities to share learning with different audiences, building cultural capital and widening horizons.

Inclusive classroom practices and opportunities for pupils to share their own heritage support a strong sense of identity and belonging. Pupils are encouraged to participate fully in the cultural life of the Federation and to recognise themselves as active contributors to their local, national and global communities.



Pupils demonstrate cultural development through:

- understanding the cultural influences that shape their own lives and those of others
- appreciating cultural diversity within school and beyond as preparation for life in modern Britain

- developing knowledge of Britain's democratic parliamentary system and its role in shaping national values
- participating positively in artistic, sporting and cultural opportunities
- showing respect for different faiths and cultures through acceptance, tolerance and positive attitudes

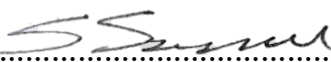
Monitoring and Evaluation

SMSC provision is monitored by a dedicated team comprising Foundation governors, other governors and school leaders, who meet regularly to evaluate impact using recognised tools such as the Hampshire Evaluation tool kit.

SMSC opportunities are explicitly planned for across the curriculum and reviewed by year and subject leaders. SMSC priorities are embedded within the school improvement plan, and SMSC is a standing agenda item at School Improvement Committee governor meetings.

This policy was formulated by the staff and governors of The Federation of Liphook Infant School and Liphook CofE Junior School and will be reviewed every three years.

Signed : 
Executive Head teacher

Signed 
Chair of Governors

Date: May 2026