



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SMSC	DATE:	February 2023
EIA CARRIED OUT BY:	Katherine Marks	EIA APPROVED BY:	Katherine Marks

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	x	
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	x	
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment

FRENCHAY C OF E PRIMARY SCHOOL

Spiritual, Moral, Social and Cultural Policy

Rationale:

As a Church of England school we believe that our curriculum is balanced and broadly based and reflects our school and British values. It promotes the spiritual, moral, cultural, and social development of pupils at the school and in the community, and prepares pupils for opportunities, responsibilities and experiences both now and later in life.

The most recent Ofsted Inspection framework (September 2019, updated in July 2022) places Spiritual, Moral, Social and Cultural Development as a central part of the judgement of a school's personal development for pupils and adults in the school.

Definition:

South Glos Sacre (*Standard Advisory Council on Religious Education*) defines Spirituality:

- Awareness of the self;
- Awareness of all that is not the self; (other)
- The purpose and meaning of life;
- Delight in the strangeness and wonder contained even in the commonest things of daily life;
- Sensitivity to change, suffering and the processes of life; values in action.

At Frenchay we believe:

Time for Spirituality gives us opportunities to explore and reflect on the purpose and meaning to our lives, how it impacts on us and how we can act upon it to help others.

Time for Spirituality gives us opportunities to experience delight and wonder in the commonest of things and ask meaningful questions.

As individuals, we can also learn about the obstacles, suffering and challenges in life and how we can show sensitivity and compassion towards others, through 'living' our school values.

Definition of Spirituality

'In coming to know ourselves and reflecting on our own experiences, exploring and learning about how to live our own lives and treat others, we will reach a set of beliefs and values by which we can guide our lives.'

Aims:

Our aim is to further the pupil's spiritual development, which can be shown by their:

Believe - Belong - Become

Taken from Hebrews 10:24-25

'And let us consider how we may spur one another on toward love and good deeds.'

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feeling and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Broad Guidelines:

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Spiritual Development

Children will be introduced to aspects of spirituality through 'special times' such as our daily act of Collective Worship and through Circle Time. Children will have opportunities to:

- Explore and imagine
- Worship
- Give thanks
- Listen attentively
- Question
- Develop a sense of awe and wonder
- Think of others, whilst accepting their responsibilities
- Develop an attitude of reflective stillness
- Contemplate and be mindful

Children should be encouraged to express their innermost thoughts and feelings across the whole curriculum, in particular, through music, art and craft, literature and history.

The Personal, Social, Health Education curriculum provides opportunities for children to explore their self-knowledge and their responsibilities to other people and the environment.

To motivate children, achievements are celebrated.

To provide areas, both inside and out, that offer children a safe and peaceful area to reflect and have some quiet time.

Each subject area should try to use Higher Order Thinking Skills to provide opportunities for children to explore the bigger questions in life.

Children should be encouraged to ask questions and express their own views and opinions in a respectful environment.

Children will be encouraged to evaluate not only their work but their relationships.

The development of children's spirituality is inextricably linked to other areas of the curriculum and, therefore, the following policies should be consulted: Sex and Relationships; Collective Worship; Religious Education.

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The RE schemes of work (*South Gloucestershire's Agreed Syllabus for R.E and Understanding Christianity*) will provide similar opportunities to help promote the spiritual development of pupils. In particular, the following will be developed and encouraged:

- Self-awareness
- Curiosity
- Collaboration
- Reflection
- Resilience
- Response
- Values
- Appreciation

Moral Development.

As a school we aim to provide learning opportunities that will enable pupils to:

- Apply the example and teachings of Jesus Christ to everyday life.
- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school 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 the wider community.
- Allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the values 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 and global dimensions.
- Gain knowledge of Britain's democratic parliamentary system.

Conclusion:

People seek spiritual well-being whether or not they belong to any particular religion or faith, or have any belief in God. As a school community, we will promote and develop spiritual health in children as we recognise that it is part of their whole being.

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This policy will be reviewed in accordance with the policy review schedule.

Agreed with staff:

Signed:

Date:

Review date: Feb 2026

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