

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

This policy covers the whole school including the preparatory school.

Spiritual & Moral Development

The caring and friendly atmosphere of The Hammond is the foundation of school life and permeates every subject area. Good communication between staff and pupils foster trust and allow pupils to grow in confidence, spiritually, morally and academically. In addition The Hammond actively promotes fundamental British Values through the school's teaching and activities.

Assemblies

At The Hammond, assemblies are considered an important part of school life; as a regular meeting of the whole school: as a guidance for life, including the spiritual aspects of our thinking: as an opportunity to celebrate excellence in music or sport or any field relating to the pupils: or as a means of imparting information. Assemblies are sometimes of a Christian character, although never based on ritual, and pupils are encouraged to appreciate other world religions and other points of view with outside speakers. An annual Carol Service held in Chester Cathedral which is attended by the entire school community including parents, directors, and any other interested parties. Pupils themselves take assemblies in the lower school each year or form group leads at least one assembly during the school year. At all times students are encouraged to reflect upon their own purpose and place in the world. If the school is holding a faith specific assembly, students have the right, on religious grounds, not to attend.

All subject teachers and those involved in pastoral care have a part to play in discussing important issues of life and death. Staff encourage and support pupils dealing with conflict, loss or grief and difficulties in their own lives and others. Religious Studies has a particularly important part to play in the spiritual and moral development of our pupils with the syllabus requiring pupils to be challenged by the ultimate questions of life and death.

A sense of responsibility is fostered for the wider community through raising funds for local charities throughout the year. Speakers are often invited from national and international concerns and the school has a record of generous donations (see Charities).

Within school, a Prefect system is in place which encourages older pupils to help and guide the younger pupils. The system of form monitors gives every pupil an opportunity to be responsible, organised and understanding towards others and a School Council exists to provide a forum for discussion for all pupils. A Code of Conduct has been agreed with the involvement of the whole school. This is reviewed annually. Prefects are involved in the delivery of assemblies; points raised by the School Council and issues to do with the Code of Conduct can be the focus of assemblies.

AIMS

Spiritual development -

- **Beliefs:** to develop personal beliefs including religious, to develop an appreciation that people have individual and shared beliefs on which they base their lives; to develop an understanding of how beliefs contribute to personal identity; a sense of awe, wonder, mystery - inspired by the natural world or human achievement; experiencing feelings of transcendence - to search for meaning and purpose.
- **Self-knowledge** - awareness of oneself in terms of thoughts, feelings, emotions, responsibility and experience.
- **Relationships** - to recognise and value the worth of each individual; developing a sense of community and to be able to build up relationships with others.
- **Creativity** - to express innermost thoughts and feelings through art, music, literature etc.
- **Feelings and emotions** - to experience the sense of being moved by beauty or kindness; hurt by injustice or aggression - to become aware of when it is important to control emotions and feelings and how to use such feelings as a source for growth. Pupils should learn to articulate their feelings and to justify them in both informal and formal settings. Hammond students are given responsibility and trust in order to develop their confidence. This happens through the Prefect System, School Council, Captain's Table and Form Representatives to name a few.
- **Moral Development** involves several elements. It relates to pupils' knowledge, understanding, intention, attitudes and behaviour in what is right or wrong:-
 - a. the will to behave morally as a point of principle.
 - b. knowledge of the codes and conventions of conduct agreed by society.
 - c. knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues.
 - d. ability to make judgements on moral issues.
 - e. distinguish between right and wrong.
 - f. respect for persons, truth and property.
 - g. concern for how actions affect others.
 - h. ability to make responsible and reasoned judgements on moral issues.
- **Communal Worship** - includes themes common to many religions, values and friendships.
- **Social Development** - relates to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which taken together form the basis of identity and cohesion in societies and groups.
- **Cultural Development** - relates to understanding and command of these beliefs, values, customs, knowledge and skill which together form basis of identity of groups and society; enables and encourages pupils to widen their knowledge, understanding, personal interests and experiences through curriculum and by participating in a range of cultural activities matched to needs.

(see also Welfare of Pupils - World Faith Guidance)

PUPILS WITH DISABILITIES

Policy Statement

The Hammond has an equal opportunities and disability policy which is designed to ensure access to the curriculum (please see policy) regardless of sex, sexual orientation, religion, socio-economic background, colour, race, nationality, ethnic origin, sensory or physical disability.

Promoting British Values & Spiritual and Moral Development.

The Hammond promotes the improvement of spiritual, moral, social and cultural (SMSC) development of pupils using the following amongst other things:-

1. Mission Statement
2. Safeguarding Policy
3. Anti-Bullying Policy
4. Behaviour Policy
5. Merit System
6. Equal Opportunities and Disability Policy
7. PSICHE lessons
8. Religious Studies Lessons – range of faiths.
9. History Lessons
10. Outside speakers – Adrian Derbyshire, CSCW, Local MPs, charity workers
11. MUNA Trip – Model United Nations Assembly
12. Trips – France, Belgium – music tour, local magistrates' court, Houses of Parliament.
13. School Council
14. Prefect Team
15. Form Representatives
16. Captain's Table Meetings
17. Work Experience
18. CSCW work (Reflection Week) and Assemblies – Paul North

19. Carol Service (Christian)
20. Prize Day
21. Drama Outreach – visits to other schools – anti-bullying/tolerance content
22. Catering – special days, Chinese New Year, American Independence Day etc
23. Charity Work – Reactivate, Save the Family, Nicola's Fund...
24. General election in school – local candidates came in for a hustings.
25. Yearly School Magazine produced by pupils
26. Carousel – Philosophy Club