



## ST ALBANS GIRLS' SCHOOL

### Spiritual, Moral, Social, Cultural & Collective Worship Policy

#### Full Governing Body

Co-ordinator: Mrs P Jarvis

Last Reviewed: Spring 2026

Next Review: Spring 2028

Signed by:  
Paul Kershaw  
Headteacher

Signed by:  
Claire Barnard  
Chair of Governors

### 1. RATIONALE

- 1.1** At St Albans Girls' School, we recognise that spiritual, moral, social, and cultural (SMSC) development is fundamental to nurturing well-rounded individuals who are fully prepared to navigate and enrich their local, national, and global communities. This policy provides the framework for our core ethos of *"Shaping Tomorrow, Today"*, ensuring that our daily practices and collective worship actively reflect the STAGS values of Support, Trust, Ambition, Generosity and Success. We therefore provide an education that gives students opportunities to explore and develop their own:
- Values and beliefs
  - Spiritual awareness
  - High standards of personal behaviour
  - Positive caring attitude towards other people
  - An understanding of their social and cultural traditions
  - An appreciation and celebration of the diversity and richness of other cultures

### 2. DEFINING SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

- 2.1** The spiritual development of students 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

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| 2.2            | <p>The moral development of students is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2.3            | <p>The social development of students is shown by their:</p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>                                                                                                                                                                                                                               |
| 2.4            | <p>The cultural development of students is shown by their:</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul> |
| 2.5            | <p><b>British values</b> are defined as: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>3. AIMS</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3.1            | To enable students to develop their self-knowledge, self-esteem and self-confidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3.2            | To enable students to distinguish right from wrong and to respect the civil and criminal law of England. Provide an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| 3.3  | To encourage students 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3.4  | To enable students to acquire a broad general knowledge of and respect for public institutions and services in England.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3.5  | To promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3.6  | To 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 the law is made and applied in England.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3.7  | Promote fundamental British values including an understanding of how citizens can influence decision-making through the democratic process and an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3.8  | Provide an understanding that the freedom to choose and hold other faiths and beliefs is protected in law and promote an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3.9  | Promote an understanding of the importance of identifying and combating discrimination.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3.10 | To ensure a consistent approach to the delivery of SMSC issues through the taught and pastoral curriculum and the general life of the school. To ensure that every stakeholder is aware of our values and principles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3.11 | <p>To provide each student with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.</p> <p><b>Spiritual Development</b></p> <p>We aim to provide learning opportunities that will enable students to:</p> <ul style="list-style-type: none"> <li>● Sustain self-esteem in their learning experience</li> <li>● Develop capacity for critical and independent thought</li> <li>● Foster their emotional life and express their feelings</li> <li>● Experience moments of stillness and reflection</li> <li>● Discuss beliefs, feelings, values and responses to personal experiences</li> <li>● Form and maintain worthwhile and satisfying relationships</li> <li>● Reflect on, consider and celebrate the wonders and mysteries of life</li> </ul> <p><b>Moral Development</b></p> <p>We aim to provide learning opportunities that will enable students to:</p> <ul style="list-style-type: none"> <li>● Recognise the unique value of each individual</li> <li>● Listen and respond appropriately to the views of others</li> <li>● Gain the confidence to cope with setbacks and learn from mistakes</li> <li>● Take initiative and act responsibly with consideration for others</li> <li>● Distinguish between right and wrong</li> <li>● Show respect for the environment</li> <li>● Make informed and independent judgements</li> </ul> |

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|                              | <p><b>Social Development</b></p> <p>We aim to promote opportunities that will enable students to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of individual and group identity</li> <li>• Learn about service in the school and wider community</li> </ul> <p><b>Cultural Development</b></p> <p>We aim to promote opportunities that will enable students to:</p> <ul style="list-style-type: none"> <li>• Celebrate and value their own cultural heritage Recognise the value and richness of cultural diversity in the UK and how they influence individuals and society</li> <li>• Develop an understanding of the social and cultural environment</li> <li>• Develop as local, national and global citizens</li> </ul>                                                                                                                                                                |
| <b>4. PROCEDURES</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>4.1</b>                   | <p>There are several aspects of the school's provision that support all elements of students' personal development in the area of SMSC:</p> <ul style="list-style-type: none"> <li>• The Taught Curriculum: All subjects provide structured opportunities to explore, debate, and focus on specific aspects of SMSC. This is fulfilled by drawing from a wide range of cultural contexts</li> <li>• Wider Personal Development: This includes our comprehensive pastoral curriculum, regular assemblies and dedicated PSHE/Personal Development lessons</li> <li>• Extensive Enrichment Opportunities: A vibrant program of extra-curricular clubs, trips, creative art and leadership roles that broaden student horizons</li> <li>• Whole-School Celebration Events and the STAGS rewards system: A structured framework that reinforces positive behavior, personal responsibility, and mutual respect</li> </ul> |
| <b>5. COLLECTIVE WORSHIP</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>5.1</b>                   | <p><b>Collective Worship at St Albans Girls' School is inclusive in nature. It draws upon the rich diversity of religious and non-religious worldviews represented in our school community and wider society.</b></p> <p>We are sensitive to the collective character of our school which includes people from a variety of cultural and faith and non-faith backgrounds.</p> <p>In this way, worship draws on literature, music, drama, art and other sources of inspiration. It can provide a focus for thought, inspiration and reflection for students (and staff) whose religious and cultural backgrounds are of any faith or none.</p>                                                                                                                                                                                                                                                                        |
| <b>6. AIMS</b>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>6.1</b>                   | <p>Through our collective worship we aim to provide a caring and supportive environment for students to:</p> <ul style="list-style-type: none"> <li>• Become increasingly aware of themselves as individuals and groups within the school and wider community</li> <li>• Grow in understanding of the feelings of other people in every day situations and beliefs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                     | <ul style="list-style-type: none"> <li>● Explore the language which people use to express their feelings</li> <li>● Deepen their sense of wonder about the world around them</li> <li>● Grow in confidence when making a presentation to the group or whole school</li> <li>● Respond freely to religious and/or spiritual stimulus</li> <li>● Acknowledge diversity and affirm each person's life stance, whether it be religious or not</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>7. PROCEDURES</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>7.1</b>                          | <p>At St Albans Girls' School, collective worship is delivered through a rich variety of approaches designed to engage students across all key stages. We ensure that our spiritual provisions are dynamically integrated into daily school life through the following methods:</p> <ul style="list-style-type: none"> <li>● Weekly Year Group Assemblies: Regular gatherings centered on cohesive themes explicitly linked to SMSC development, our core STAGS values, significant national or international events, and diverse religious and cultural festivals. These sessions actively champion equity and inclusion by marking non-religious inclusive events to ensure every individual feels visible, valued, and celebrated within our community</li> <li>● The Pastoral Curriculum &amp; 'STAGS Talks': A structured curriculum designed with meaningful opportunities for personal reflection, allowing students to discuss local and worldwide issues via 'STAGS Talks'. This is further extended through attendance at our lunchtime club, 'STAGS Talks About', which fosters deeper student discussions in a supportive environment</li> <li>● Inclusive and Invitational Content: Acts of worship are strictly planned to ensure that all material is completely accessible, welcoming, and respectful to staff and students of all faiths or no faith background</li> </ul> <p>At St Albans Girls' School we seek to be an inclusive community, however, we respect the right of parents and carers to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the Headteacher followed by written confirmation of withdrawal.</p> |
| <b>8. MONITORING AND EVALUATION</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>8.1</b>                          | Provision for SMSC is monitored and reviewed on a regular basis by the Senior Leadership Team (SLT), Curriculum Leaders and Equity Committee.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>8.2</b>                          | Curriculum Leaders identify aspects within their subjects to be included in Schemes of Learning and monitor the implementation of these.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>8.3</b>                          | Curriculum leaders monitor resource provision and provide feedback via SLT Link, Curriculum leader meetings and Staff meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |