



North London
NHS Foundation Trust

Gloucester House: Spiritual, Moral and Cultural Development Policy

NLFT adopted this policy from Tavistock and Portman NHS Foundation Trust (TPFT) in March 2026 ahead of the merger by acquisition. References in the policy to TPFT structures, links, processes and policies will, from 1 April 2026, usually refer to NLFT.

Version Control

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Email contact	
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Key changes to policy document

Version	Date	Summary of key changes
1	March 2026	TPFT Gloucester House policy adopted by NLFT.

1. Equality Statement

All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on equality and fairness.

All policy documents will be equality impact assessed and this will include equality and human rights with regard to the protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation.

The Trust will make accessible versions of this document available where requested by members of the public, service users or staff.

2. Trauma Informed Statement

To commit to a trauma informed organisational culture, all policies, practices, and decisions must seek to recognise and respond to trauma, reduce the risk of re-traumatisation and take steps to repair any harm the organisation may cause to those who work within it or use its' services.

3. Vision and Values

We are guided in all we do by our **vision** and **values** and all policies and procedures are written in line with them.

Our **vision** is better mental health, better lives, better communities.

Our **values**:





**Gloucester
House**

Working together for
learning and development

**Spiritual, moral and cultural development
Policy**

Reviewed by	Chilo Graham
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Next review:	March 2028

Table of Contents

Introduction	2
SPIRITUAL DEVELOPMENT:	3
MORAL DEVELOPMENT:.....	4
SOCIAL DEVELOPMENT:	4
PROTECTED CHARACTERISTICS FROM THE EQUALITY ACT:	5
BRITISH VALUES:	5
CULTURAL DEVELOPMENT:.....	6
IMPLEMENTATION:.....	7
MONITORING, EVALUATION AND REVIEW:	8

Introduction

At Gloucester House, we believe that every pupil is unique and special and has a valuable contribution to make. It is our intention to promote Spiritual, Moral, Social and Cultural development through every aspect of a pupil's time at Gloucester House. The values that we uphold will be evident in:

- the decisions made in our community
- encouraging pupils to embrace, respect, and appreciate each other's individuality and the diversity of society
- noticing and nurturing pupils' strengths
- the expectations placed on pupils from all backgrounds
- our commitment to promoting equal opportunities and sharing a common citizenship by working, learning and playing together successfully
- our concern for developing responsibility, initiative and pride in the work of individuals
- our aim to promote pupils' social, emotional and personal development through a range of appropriate activities

We recognise that SMSC development is integral to safeguarding, equality, and preparing pupils for life in modern Britain. It contributes to resilience, critical thinking, and respect for diversity, supporting the school's Prevent Duty and wider safeguarding responsibilities. Provision is adapted for pupils with SEND to ensure that all pupils can access opportunities for spiritual, moral, social and cultural growth. In addition, the promotion of fundamental British Values — democracy, the rule of law, individual liberty, and mutual respect and appreciation of those with different faiths and beliefs — is embedded throughout our ethos and practice, ensuring pupils are well prepared for their role as citizens in a diverse society.

SPIRITUAL DEVELOPMENT:

Spiritual development is difficult to define, as spirituality has different meanings for different people, dependent on individual experience, and it will be the same for pupils. It is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some may call it the development of a pupil's 'soul'; others the development of 'personality' or 'character'.

The development of an individual's own personal spirituality is a journey or quest which seeks to know, develop and understand one's inner self. Gloucester House seeks to provide learners, whether young or old, with learning experiences which are correctly pitched, appropriately paced, relevant for today and useful tomorrow.

We recognise the uniqueness of each and every individual and invest every member of the community with a sense of individual worth and purpose. The potential for spiritual development is open to all — pupils and adults alike. Spiritual development is not the imposition of a religious faith, as such impositions often create a negative response to that faith or to religion in general. However, spiritual development may lead to the acceptance of a faith, or it may not.

Spiritual development is not another name for Religious Education, although there are close connections. RE may share some of its aims and outcomes with spiritual development, but spirituality is broader, encompassing reflection, meaning, and personal growth.

At Gloucester House, we encourage pupils' spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives
- encouraging pupils to explore and develop what animates themselves and others
- giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns
- enabling pupils to make connections between aspects of their learning
- encouraging pupils to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when'

We recognise that spiritual development also contributes to safeguarding and resilience, helping pupils to develop critical thinking, empathy, and respect for diversity. Provision is adapted for pupils with SEND to ensure that all pupils can access opportunities for spiritual growth.

MORAL DEVELOPMENT:

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It involves recognising that there are issues where there is disagreement and understanding that society's values can change over time. Moral development is about gaining an understanding of the range of views and the reasons for them and about developing an informed opinion on these different perspectives.

Gaining such understanding enables pupils to build their own personal code of values. It allows them to make and act upon informed choices, taking right and wrong into account, and helping them to recognise and resolve moral issues and dilemmas, especially when the interests of two or more people appear to be in conflict. It also involves developing the personal skills and qualities necessary to act on such a code in day-to-day situations, such as being able to:

- make decisions, through pupil parliament, class and community meetings
- reflect on and change personal behaviour, through class meetings, behaviour reflections, "I Times", curriculum topics and our ethos and mission
- resist peer pressure, and show respect, care and concern for self, others, and the environment, through social sessions and class groups
- grow in confidence and take responsibility by challenging behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power

At Gloucester House, we are committed to promoting the values of:

- honesty
- an agreed sense of right and wrong, with the confidence to stand up for what pupils believe in, alongside consideration for others and an appreciation of their qualities
- "Fair play" — recognising winners and losers in games, rules and life
- drug awareness and personal safety
- responsibility for self and others
-

Learning opportunities and experiences for promoting moral development are found within:

- relationships at Gloucester House, including in the classroom and playground
- our cross-curricular approach to the delivery of the curriculum, including PSHCE, health education, and relationships and sex education
- the value we place on all-round achievement, not just academic success
- the discussions that take place through pupils' self-evaluation of their progress at school

SOCIAL DEVELOPMENT:

Social development is about pupils working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together, and about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's

institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

At Gloucester House, we actively promote social development by encouraging pupils to:

- relate positively to others and participate fully in the life of the school and wider community
- develop co-operation, independence, courtesy, mutual respect and appreciation of diversity
- practise resilience and critical thinking, which contribute directly to safeguarding and support the school's Prevent Duty
- understand and respect protected characteristics under the Equality Act, challenging discrimination and injustice wherever they encounter it
- build the skills of citizenship, including responsibility, fairness, and respect for the rule of law

PROTECTED CHARACTERISTICS FROM THE EQUALITY ACT:

For the purposes of this policy, **discrimination** means treating a person less favourably than others because of a protected characteristic. These include age, sex, marital or civil partnership status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or belief. Discrimination may be direct — where someone is treated unfairly because of a characteristic — or indirect, where a provision, criterion or practice is applied in a way that disadvantages people with that characteristic.

Gloucester House is committed to eliminating discrimination and promoting equality of opportunity for all. We actively foster an inclusive environment where diversity is valued, mutual respect is expected, and pupils are encouraged to challenge injustice and prejudice wherever they encounter it.

This commitment is closely linked to our **Behaviour Policy**, which sets out clear expectations for conduct and respect across the school community. In particular, the Behaviour Policy provides guidance on how discriminatory language is managed, ensuring that incidents are addressed promptly, consistently, and in a way that educates pupils about the impact of their words. Together, these policies ensure that pupils learn to recognise discrimination, understand its consequences, and develop the confidence to uphold equality and respect in their daily lives.

BRITISH VALUES:

We recognise the importance of fundamental British Values, and pupils are encouraged to actively regard people of all faiths, races, and cultures with respect and appreciation. These values include democracy, the rule of law, individual liberty, and mutual respect for those with different faiths and beliefs. As outlined in government guidance, pupils should understand that different people may hold different views about what is 'right' and 'wrong', but all people living in England are subject to its law. The school's ethos and teaching — which parents are made

aware of — support the rule of English civil and criminal law, and nothing is taught which undermines it.

The school actively promotes these British Values through its SMSC strategy, including our vision and ethos, policies and practices, PSHE programme, and extracurricular provision. This ensures pupils are prepared for life in modern Britain, able to respect diversity, and resilient against discrimination or extremist views, in line with our safeguarding and Prevent Duty responsibilities.

Social development encourages pupils to relate positively to others, participate fully in the community, and develop an understanding of citizenship. It is as much concerned with the skills and personal qualities needed to live and function effectively in society as with acquiring knowledge and understanding of how society works. At Gloucester House, we aim to develop in our pupils a growing understanding of the part they play in daily life. We enable them to:

- develop insight as well as knowledge
- build the skills of relationships with each other, whether adults are present or not
- practise the personal skills which enable them to use their knowledge in ways that enhance their personal lives
- demonstrate a commitment to a moral code
- explore attitudes and values
- explore the consequences of their own and others' actions

In addition to academic success, the acquisition of these personal skills is a high priority. Pupils are supported to develop:

- co-operation and sharing
- independence
- courtesy
- mutual respect and appreciation for each other, including beliefs and customs
- self-esteem, self-discipline and self-confidence
- a realisation of the role they play in school and wider society
- collaboration and interpersonal skills

CULTURAL DEVELOPMENT:

Cultural development is about pupils understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world and about feeling comfortable in a variety of cultures while being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is also about recognising that cultures are always changing and learning how to cope with change. Promoting pupils' cultural development is intimately linked with Gloucester House's commitment to valuing cultural diversity, addressing racism, and fostering equality.

Cultural development at Gloucester House is about pupils understanding and appreciating their own culture and other cultures in their community and in the wider world. It is an exploration of how we are the same and how we are different; how we came to be the way we

are and how we are changing. Cultural development is key to developing community cohesion, pride in oneself and others, as well as curiosity and wonder at the world. It is intrinsic to the development of the whole child – mind, body and spirit.

In practice, cultural development means learning about the cultural traditions of different groups in our community and in the world — traditions which involve beliefs, values, customs, knowledge and skills. Through the curriculum, pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith. Provision is adapted for pupils with SEND to ensure that all pupils can access and benefit from cultural opportunities.

Opportunities to nurture cultural development exist in all creative areas across the curriculum.

We aim to:

- provide pupils with knowledge and appreciation of the key features of their own cultural traditions and practices, and of other major cultural groups within their community and the wider world
- help pupils understand that these traditions and practices are evolving
- celebrate and embrace the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world
- encourage a personal response to a range of cultural activities

Gloucester House promotes cultural development through:

- exposing pupils to a wealth of stimuli from their own culture and those of others, taught across the curriculum and supported by visits and visitors to the community
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities, through circle times and other activities
- fostering understanding and appreciation of the beliefs, values and customs of different cultures, while challenging stereotypes and prejudice in line with our safeguarding and equality commitments

IMPLEMENTATION:

We believe that Gloucester House provides an environment in which pupils' spiritual, moral, social and cultural development is nurtured. There is a drive for learning and respect for all, and our ethos ensures that values are lived out consistently across the school community.

We ensure that:

- values projected by staff and pupils reflect a strong moral code and commitment to equality
- relationships between pupils and staff are thoughtful, caring, and rooted in mutual respect
- pupils and staff speak to each other with courtesy and consideration

- disputes and dissent are addressed respectfully, with restorative approaches where appropriate
- our school environment is clean, tidy and appealing, with pupils' work displayed to celebrate achievement
- a wide range of activities are offered both in and out of the classroom, accessible to all pupils including those with SEND
- visitors from the wider community are welcomed to enrich pupils' experiences and broaden their perspectives
- all adults in the community see themselves as role models and act, accordingly, modelling British Values and safeguarding responsibilities

MONITORING, EVALUATION AND REVIEW:

We will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the community, ensuring that it remains a living document which reflects our ethos and statutory responsibilities.

We acknowledge that it is difficult to judge pupil's development of values and attitudes in a purely quantitative way. Staff therefore use anecdotal evidence based on observations and reported incidences of kindness, thoughtfulness, honesty, care and consideration for all in the community. This evidence is complemented by feedback from visitors and parents, which is collated in our evidence file.

In addition, we gather systematic evidence through:

- pupil voice activities, surveys and school council discussions
- staff reflections and professional dialogue
- Steering Committee monitoring and oversight of SMSC provision
- parental feedback and community engagement
- SEND reviews to ensure provision is accessible and inclusive for all pupils