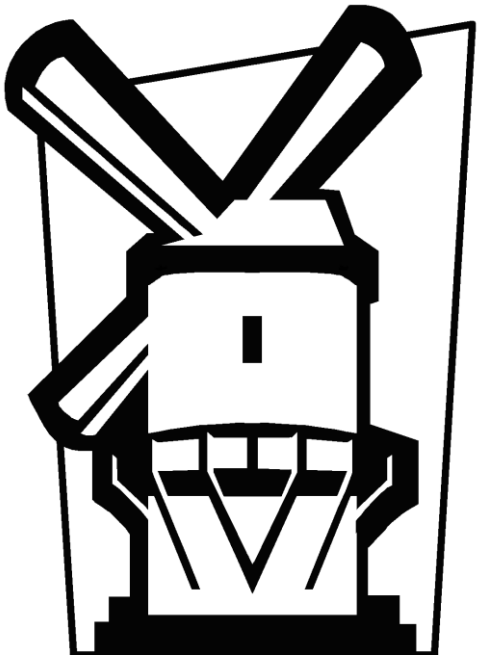
Great Paxton CE Primary School



Policy Statement on

Spiritual Moral Social and Cultural Development

Policy agreed: May 2025
Leader: Amy Jones
Date for review: May 2028

Spiritual, Moral, Social & Cultural Development (SMSC)

Date	Review Date	Coordinator	Nominated Governor
		A Jones	Faith Matters Committee

Mission Statement:
We build upon strong foundations of excellent teaching, with high expectations of children's achievements, encouraging all pupils to aspire to be the very best that they can be in the future.

We do this by:

- being generous and visible people of Jesus Christ, helping our local community to discover together the transforming presence of God in our lives.
- striving to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Promoting and evaluating pupils' SMSC (Ofsted)

We have an obligation 'under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

We consider the children's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, the school behaviour code, extra-curricular activities and circle time activities.

We acknowledge the DES guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

All school personnel are reminded to maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

We work hard to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil law and criminal law of England;
- 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;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of respect for their own and other cultures;
- 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 law is made and applied in England.

(Promoting British values as part of SMSC (DES))

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring we promote the spiritual, moral, cultural, mental and physical development of pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To encourage pupils to explore the Christian faith and develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for coordinating and promoting spiritual, moral, social and cultural development throughout;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors

- annually report to the Governing Body on the success and development of this policy

Role of the Faith Matters Committee

The Faith Matters committee will:

- work closely with the Headteacher/ Deputy Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy

Spiritual Development

We see spiritual development as a way of growing our understanding of God, learning to love and care for others and discovering who we are as part of God's family. It helps us to think about big questions, make good choices and live with kindness, hope and faith.

We try to help children make sense of these questions through the curriculum (in particular- My Happy Mind), collective worship, including termly Eucharist, weekly visits from the local vicar, church visits, the school ethos and climate and daily reflections after lunch using our symbols to guide the children in their reflection- Mirror- a self reflection, we are all unique; A door- thinking about how we can serve others and make a difference in the world; A window- thinking about God's wonderful world; A candle- Understanding we experience a range of feelings we cannot see and in the same way we can experience God's spirit in our day to day lives.

We see spiritual development as an important element of a child's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

We believe that pupils' moral development involves:

- pupils acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- pupils reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- pupils developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.
- Engagement with the life and parables of Jesus to encourage children to develop their Christian values.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline

Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

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 wider community;
- begin to understand social justice and a concern for the disadvantaged

Cultural Development

We believe pupils' cultural development involves pupils acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value 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, Commonwealth and global dimensions

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings and understanding of the Christian faith;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging ie school and local community and church family;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;

- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- My Happy Mind displays at Parent's Evening
- the Staff induction
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as monthly newsletters
- Headteacher report to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

    - All aspects of this policy
    - Promotion of British Values
    - Equal opportunities
    - Inclusion
    - My Happy Mind

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.
This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Monitoring Action Plan

See form below

Linked Policies

▪ Art	▪ Collective Worship
▪ Equality and Diversity	▪ Geography
▪ History	▪ Music
▪ Promoting British Values	▪ RE
▪ PSHEC	▪ Teaching and Learning
▪ Mental health and wellbeing	▪

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

- Appendix 1 - Promoting SMSC

⬇Pupils may display the following⬇	⬇Schools may do the following⬇
Spiritual	

• A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour
• An awareness and understanding of own and others' beliefs
• A respect for themselves and for others
• A sense of empathy with others, concern and compassion
• An ability to show courage in defence of their beliefs
• A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination)
• An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity)
• A respect for insight as well as knowledge and reason
• An expressive and/or creative impulse
• An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact)
	• Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
	• Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
	• Encouraging pupils to explore and develop what animates themselves and others
	• Encouraging pupils to reflect and learn from reflection
	• Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and 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*
	  ○ *Enable pupils to make connections between aspects of their learning*
	  ○ *Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'*
	• Monitoring, in simple, pragmatic ways, the success of what is provided

Moral	
• An ability to distinguish right from wrong, based on a knowledge of the	• Providing a clear moral code as a basis for behaviour which is

moral codes of their own and other cultures • A confidence to act consistently in accordance with their own principles • An ability to think through the consequences of their own and others' actions • A willingness to express their views on ethical issues and personal values • An ability to make responsible and reasoned judgements on moral dilemmas • A commitment to personal values in areas which are considered right by some and wrong by others • A considerate style of life • A respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An understanding of the need to review and reassess their values, codes and principles in light of experience	promoted consistently through all aspects of the school • Promoting measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria • Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong • Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making • Rewarding expression of moral insights and good behaviour • Making an issues of breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school • Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of confliction, keeping promises and contracts • Recognising and respecting the codes and morals of the different cultures represented in the school and wider community • Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour • Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship • Reinforcing the school's values through images, posters, classroom

	displays, screensavers, exhibitions • Monitoring, in simple, pragmatic ways, the success of what is provided

⬇Pupils may display the following⬇	⬇Schools may do the following⬇
Social	
• Adjust to a range of social contexts by appropriate and sensate behaviour • Relate well to other people's social skills and personal qualities • Work, successfully, as a member of a group or team • Challenge, when necessary and in appropriate ways, the values of a group or wider community • Share views and opinions with others, and work towards consensus • Resolve conflicts and counter forces which militate against inclusion and unity • Reflect on their own contribution to society and to the world of work • Show respect for people, living things, property and the environment • Benefit from advice offered by those in authority or counselling roles • Exercise responsibility • Appreciate the rights and responsibilities of individuals within the wider social setting • Understand how societies function and are organised in structures such as the family, the school and local and wider communities • Participate in activities relevant to the community • Understand the notion of interdependence in an increasingly complex society	• Identifying key values and principles on which school and community life is based • Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish • Encouraging pupils to work co-operatively • Encouraging pupils to recognise and respect social differences and similarities • Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions • Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect • Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community • Helping pupils resolve tension between their own aspirations and those of the group or wider society • Providing a conceptual and linguistic framework within which to understand and debate social issues • Providing opportunities for engaging in the democratic process and participating in community life

	• Providing opportunities for pupils to exercise leadership and responsibility • Providing positive and effective links with the world of work and the wider community • Monitoring, in simple, pragmatic ways, the success of what is provided
Cultural	
• An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An openness to new ideas and a willingness to modify cultural values in the light of experience • An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture • A willingness to participate in, and respond to, artistic and cultural enterprises • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures • A regard for the heights of human achievement in all cultures and societies • An appreciation of the diversity and interdependence of cultures	• Providing opportunities for pupils to explore their own cultural assumptions and values • Presenting authentic accounts of the attitudes, values and traditions of diverse cultures • Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality • Recognising and nurturing particular gifts and talents • Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance • Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges • Reinforcing the school's cultural values through displays, posters, exhibitions etc. • Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum • Monitoring, in simple, pragmatic ways, the success of what is provided

Appendix - SMSC: More Detail

Spiritual	**Experiencing fascination, awe and wonder:** Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	**Exploring the values and beliefs of others:** Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	**Understanding human feelings and emotions:** Is shown by pupils' willingness to reflect on their experiences	**Using imagination and creativity in learning:** Is shown by pupils' use of imagination and creativity in their learning
Moral	**Investigating moral values and ethical issues:** Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	**Recognising right and wrong and applying it:** Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	**Understanding the consequences of actions:** Is shown by pupils' understanding of the consequences of their actions	
Social	**Developing personal qualities and using social skills:** Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	**Participating, cooperating and resolving conflict:** Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	**Understanding how communities and societies function:** Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	
Cultural	**Exploring, understanding and respecting diversity:** Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities	**Participating in and responding to cultural activities:** Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	**Understanding and appreciating personal influences:** Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	