

Westbury-on-Severn Church of England Primary School

Spiritual, Moral, Social and Cultural Development Policy

I have come in order that they might have life - life in all its fullness. John 10:10

Introduction

The Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. A distinctive language is provided for understanding life and interpreting human experience. As a community of faith, the Church school should, in its best expression, reflect the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

The Way Ahead, Chapter 3 para 3.26

The Way Ahead report, published over a decade ago, sought to re-establish the distinctive nature of Church of England schools for the new millennium. The Church Schools Review Group, chaired by Lord Dearing stated:

We believe that the revelation of God's love for all humanity within a holistic approach to education is at the heart of the church's purpose in our Church schools.

The Way Ahead, Chapter 3 para 3.24

This 'holistic approach' is perhaps most effectively described in this policy for Spiritual, Moral, Social and Cultural Development (SMSCD) in a church school. Whilst it is true that *all* schools are expected to afford due regard and ensure careful planning for the SMSCD of pupils, the quality and impact of this provision being inspected by Ofsted, Church of England schools will take a particular perspective which will be informed by their Christian foundation. An additional inspection known as SIAMS (Statutory Inspection of Anglican and Methodist Schools) will explore how effective our church school is in making provision for pupils' SMSCD in every area of its life as a community.

Spiritual, moral, social and cultural development

Inspectors will take account of:

- a. the breadth of experiences available to all learners through curricular and extracurricular activities;
- b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives;
- c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values;
- d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values;
- e. the extent to which the school operates as a distinctively Christian community.

(SIAMS Framework, Sept 2013 Christian Character, Section 3)

I. Aims

- I.1** At Westbury-on-Severn Church of England Primary School we value each individual because they are made in the image of God and we aim to provide a rich learning environment for all.

- 1.2 As a Church of England school with a Christian foundation we aim to provide a model Christian community. Our example is taken from the life and teaching of Jesus, exemplified by love of God and love of our neighbour, as we love ourselves.
- 1.3 We will measure pupils' worth and achievement in much wider terms than just academic. God made us human "beings" not human "doings." The quality of all relationships within the school will be characterised by personal responsibility, mutual respect and the capacity to forgive. This is bound up in our school's behaviour code.
- 1.4 Special attention will be given to the quality of RE and Collective Worship as the most significant, although not exclusive, contributors to pupils' spiritual, moral, and cultural development. Opportunities will be given regularly for silence, stillness and reflection.

2 SPIRITUAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL

God is love. Whoever lives in love, lives in God and God lives in him. 1 John 4:16

2.1 A Christian perspective on spiritual development:

- 2.2 In the Bible, the Hebrew word *ruach* has a rich range of meanings: spirit; breath; wind; life-giving. The Latin root *spiritus* also can be translated *breath*. These words contain the ideas of animation and vibrancy, the understanding of life as gift – we are 'brought alive' by God and invited to live that life to the full. For Christians this encompasses the whole being: mind, body and spirit. Spirituality is an integral dimension of the whole of life.
- 2.3 Christians believe in a God who is the source of all life, thereby placing an inherent goodness at the heart of everything. All of life is sacred, to be respected, protected and enjoyed. 'The spiritual life,' wrote Henri Nouwen, 'does not remove us from the world, it leads us deeper into it.' The Bible teaches that humanity has been made in God's image (Genesis 1:26). Therefore, all people are spiritual beings, with the capacity for relationship with God. This relationship is rooted in love, for 'God is love. Whoever lives in love, lives in God and God lives in him.' (1 John 4:16) It is for this reason that Augustine prayed, 'You [God] have made us for yourself, and our heart is restless until it finds its rest in you.'
- 2.4 For children's spirituality to develop and flourish, there must be trust; trust in a God who loves them and trust that school is a safe place where their doubts, fears and questions will be listened to.
- 2.5 In Collective Worship, children are given the opportunity to praise God for the wonders of the world, to give thanks for God's limitless love and to learn about and celebrate the shared Christian values which unite them as a school family. The gospel stories and other Biblical teaching will therefore be seen as the root of the Christian values that shape the school's life, values such as trust and thankfulness, friendship and forgiveness. This means that Collective Worship will be the life-giving thread weaving through all aspects of the community life.
- 2.6 Opportunities for spiritual development will also be actively planned into all aspects of the curriculum. A statement explaining the contribution each curriculum subject can contribute to spiritual development will be written into each subject policy. Spiritual capacities such as imagination, empathy, and insight will be modelled in different ways by staff and also encouraged and celebrated in children. There will be a shared understanding that the spiritual life of the school is the wellspring of moral, social and cultural development and all that makes the community what it is and strives to become.

2.7 An Ofsted perspective on Spiritual Development

2.8 Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform spiritual development;
- perspective on life and their interest in and respect for different people's feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

2.9 Aims

2.10 In order to foster spiritual development, the school aims to provide children with opportunities to:

- develop an appreciation of their uniqueness and value as a child made in the image of God;
- develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- develop an appreciation of what it means to be a part of a community (eg using their gifts and abilities in the service of others);
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- understand the value of difference and diversity through involvement with others.

2.11 Teaching and learning

2.12 Through teaching and learning, the school pursues these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as forgiveness, thankfulness, peace and trust, as documented in all school policies;
- opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Collective Worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- the school building and outdoor environment will provide appropriate spaces for silence, stillness and prayer (eg in reflection areas in each classroom, the garden and interactive prayer station);
- that children's spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- that children's moral development will be linked to spiritual development; for example through our developing strategy of Windows, Mirrors, Doors;
- that the outstanding RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality;
- that children will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

3 MORAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL

*Love must be sincere. Hate what is evil; cling to what is good.
Be devoted to one another in love.
Honour one another above yourselves. Romans 12:9-10*

*And what does the Lord require of you?
To act justly, to love mercy and to walk humbly with your God. Micah 6:8*

3.1 A Christian perspective on moral development

3.2 For Christians, morality is not just about good behaviour, it is about shared values that are rooted in Christian belief. Forgiveness is a central value in moral development. Christians believe that *all have sinned and fallen short of the glory of God* (Romans 3:23). This means that all people do wrong things. Christians use the term 'sin' to mean both wrong things that hurt others, as well as things that hurt God. At the heart of the Christian gospel is the message that God dealt with sin through the death and resurrection of Jesus Christ. There is mercy and forgiveness offered to all who repent. In addition, Christians believe that the Holy Spirit works in believers to transform and renew them. Jesus taught his disciples that, as forgiven people, they should also forgive others. Forgiveness does not mean accepting the wrong-doing or ignoring the consequences. Justice is a fundamental value, indeed children seem to have an innate sense of justice. However, the need for justice must be set in the context of the importance of restoring and reconciling relationships. In church schools, a balance should be forged between these. Truth and integrity are also at the heart of the Christian message. Jesus taught that He was 'truth' (*John 14:6*) – so honesty and truthfulness should be prominent in church school policies and practice.

3.3 These beliefs shape the values that lie at the heart of a church school and will characterise its approach to moral development. Love predominates in all aspects of school life, since it was God's act of love that brought salvation to the world. *Agape* is the Greek word used for God's love in the New Testament. *Agape* love is self-giving and costly. Christians look to the life and teaching of Jesus to help them understand what this means in practice.

3.4 An Ofsted perspective on moral development

3.5 Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigation, and offering views about, moral and ethical issues.

3.6 Aims

3.7 To foster moral development, the school aims to provide children with opportunities to:

- recognise the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- understand how our moral choices can affect the lives of others;
- be able to work together to agree codes of behaviour that are appropriate for our school community;
- understand the centrality of forgiveness and reconciliation in the life and culture of our school;

- begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

3.8 Teaching and learning

3.9 Through teaching and learning, the school pursues these aims by ensuring that:

- the curriculum and all areas of our community life are explicitly rooted in Christian values, such as justice, service, perseverance, courage and truthfulness, as documented in all school policies;
- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- our Christian values are shared with members of our school community through our website and through the newsletter, as well as through posters and displays around the school building;
- collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community (eg, lunch time values, Valarie Values award, '3Bs certificates each week);
- our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through peer mediation and through the 'buddy' system we operate in school;
- children are made aware of moral and ethical issues in the national and international context through, for example, representatives from charities being invited into school to talk about their work;
- the School Council is fully involved, alongside teachers and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

4 SOCIAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL

*The human body has many parts, but the many parts make up one whole body.
So it is with the body of Christ. 1 Corinthians 12:12*

4.1 A Christian perspective on social development

4.2 Social development is about living successfully in community.

For Christians, community and relationships underpin life. The Trinity (Father, Son and Holy Spirit) models a perfect community of equals, united by a bond of love. This is the same love that God has for his creation; therefore a relationship is implied. Christians claim that humans are 'made in God's image' therefore they are made for relationship. The incarnation – God becomes human in Jesus – reminds Christians that God has relationship with his creation, that he is 'involved'. This means that God understands what it means to be human.

4.3 The Church is described in relational terms as the Body of Christ (*1 Corinthians 12:12*). St Paul's teaching emphasises the value of each person in the Christian community: his/her gifts, talents and worth.

4.4 Although some members of the church school may not be part of the local church community, there will nonetheless be an expectation that all relationships will be informed by Christian values.

These values will be modelled by staff and governors and encouraged and celebrated in children. The Bible stories that underpin the school's values will be explored and creatively expressed so that they become familiar and inspirational to all.

4.5 An Ofsted perspective on social development

4.6 Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels.

4.7 Aims

4.8 To foster social development, the school aims to provide opportunities for children to:

- build relationships founded upon the Christian values (eg trust, forgiveness and service);
- gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;
- access pastoral support from school staff, local clergy and parish team members;
- be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- feel a sense of genuine pride in the school and their membership of it.

4.9 Teaching and learning

4.10 Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, service, generosity and compassion, as documented in school policies;
- opportunities for social development will be planned into the curriculum and in all areas of school life;
- Collective Worship and assemblies will celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and generosity, particularly shown towards children facing difficulties or challenges;
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service (eg singing at Westbury Court during Christmas and summer fete);
- strong, mutually supportive links will be maintained and developed with the local and national church and the worldwide Anglican communion through regular worship in the parish church, participation in parish events, and church members supporting the school through Experience Journeys and the annual Cathedral Leavers' Service;
- an appropriately trained Family Support Worker will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive;
- there is active engagement with parents and carers through the 'open door policy' and active support of PTA activities.

5 CULTURAL DEVELOPMENT IN A CHURCH OF ENGLAND SCHOOL

After this I looked and there before me was a great multitude that no-one could count, from every nation, tribe, people, and language, standing before the throne. Revelation 7: 9a

5.1 A Christian perspective on cultural development

5.2 These words encapsulate a vision of people from many different cultural backgrounds drawn together and united in one purpose – worship. St John was given this revelation so that God’s ultimate intention for humanity might be glimpsed, thus affirming all efforts to value people from different cultures.

5.3 The Christian Church was forged in a crucible of cultures. In Acts 2, the Holy Spirit is described as miraculously enabling the first followers of Jesus gathered in Jerusalem to speak about the ‘mighty works of God’ to people from all over the ancient world, each in their own language – love.

5.4 At the heart of cultural development, therefore, is the capacity, not only to understand and appreciate those elements that have shaped one’s own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story.

5.5 An Ofsted perspective on cultural development

5.6 Pupils’ cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding and showing 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, national and global communities.

5.7 Aims

5.8 To foster social development, the school aims to provide children with opportunities to:

- gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time;
- develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK;
- develop a knowledge of the local Christian heritage, particularly through “Experience Church”, visits to local churches and the Cathedral, and to explore their relationship to it;
- develop a knowledge and understanding of the cultural diversity of Christianity through RE, Collective Worship and events in school;
- understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum;
- explore what it means to be a child made in the image of a Creator God;
- understand what it means to be part of a community characterised by openness, hospitality and an eagerness to learn from one another.

5.9 Teaching and learning

5.10 Through teaching and learning, we aim pursue our aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, generosity, and creativity, as documented in school policies;
- the curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms will be used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- children are given opportunities to take part in and respond to cultural and artistic enterprises (eg community art initiatives, as well as workshops with professional artists);
- children explore current affairs and different interpretations of events by the media;
- children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it;
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;

6 MONITORING AND EVALUATION OF SMSCD

6.1 SMSCD is the responsibility of **all** staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

- The lead teacher with responsibility for evaluating the effectiveness of SMSCD is Mr David Crunkhurn – headteacher;
- The SMSCD lead teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
- The SMSCD lead teacher has responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
- The SMSCD lead teacher will liaise with staff, governing body and the School Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

- auditing curriculum policies as they come up for review to ensure that the school's values are the starting point for curriculum design;
- monitoring of lesson plans and the quality of teaching and learning;
- evaluating impact of SMSCD provision through work scrutiny and pupil conferencing;
- input at staff and school governors' meetings to maintain the profile of SMSCD in the school;
- sharing good practice from within our school with other schools where appropriate;
- ensuring that SMSCD development is a priority on the school development plan.

Signed:

Date: