Spiritual, Moral, Social and Cultural Development Policy

Our core values at the centre of our teaching

Friendship Aspiration Respect Responsibility

This policy has been developed and has taken into account the expectations of Diocese of Gloucester and works alongside the Academy's Religious Education Policy, Collective worship Policy, Confidentiality Policy, PSHCE Policy and Learning and Teaching Policy.

Curriculum Coordinator	Policy Dated	Ratified by Governors	Next Review
Gina Kerrod	January 2020		January 2022

Aims of the policy:

In order to foster spiritual development, Hardwicke Parochial Primary Academy 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 academy as well as the context, language and symbolism of the Christian faith;
- develop knowledge and understanding of the academy'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.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to 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.

Teaching and learning:

Through teaching and learning, the academy 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 the academy policies;
- opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of academy life;
- Collective Worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- the academy building and outdoor environment will provide appropriate spaces for silence, stillness and prayer (eg in reflection areas, the spiritual garden and interactive prayer stations);
- that the 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 through strategies such as Windows, Mirrors, Doors (see Reflection Journals);
- 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.

SPIRITUAL DEVELOPMENT IN HARDWICKE PAROCHIAL PRIMARY ACADEMY

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

A Christian perspective on spiritual development

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.

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.

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 academy'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.

Opportunities for spiritual development will also be actively planned into all aspects of the curriculum. 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 academy is the wellspring of moral, social and cultural development and all that makes the community what it is and strives to become.

An Ofsted perspective on Spiritual Development:

Pupils' spiritual development 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.

Aims

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- develop knowledge and understanding of the l'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.

Teaching and learning:

Through teaching and learning, the academy 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 academy life;
- Collective Worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;

- the academy building and outdoor environment will provide appropriate spaces for silence, stillness and prayer (eg in reflection areas, the spiritual garden and interactive prayer station)s;
- 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 through strategies such as Windows, Mirrors, Doors (see Reflection Journals);
- 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.

MORAL DEVELOPMENT IN HARDWICKE PAROCHIAL PRIMARY ACADEMY

'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

A Christian perspective on moral development:

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.

An Ofsted perspective on moral development:

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England
- understanding the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand appreciate the viewpoints of others on these issues

Aims

To foster moral development, the academy 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 academy;
- 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.

Teaching and learning

Through teaching and learning, the academy 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 academy policies;
- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of academy life;
- our Christian values are shared with members of our school community through our website and academy documentation as well as through colourful images; posters, classroom displays, screen savers and exhibitions around the school building;
- collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the academy, local, and wider community (eg interactive, wall charts, lunch time Values Cup, and 'Star of the Week Award');
- 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 academy's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through peer mediation training and problem solving strategies;
- children are made aware of moral and ethical issues in the national and international context through, for example, representatives from charities and NGOs being invited into the academy to talk about their work;
- the Academy Council is fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our academy .

SOCIAL DEVELOPMENT IN HARDWICKE PAROCHIAL PRIMARY ACADEMY

'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

A Christian perspective on social development:

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. Christian's 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.

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.

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.

An Ofsted perspective on social development:

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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Aims

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

- build relationships founded upon the Christian values (eg trust, honesty, 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 academy and their membership of it.

Teaching and learning:

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 all school policies;
- opportunities for social development will be explicitly 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 (eg through interactive 'thank you' posters and the Values Challenge Cup);
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service (eg annual senior citizens tea party);
- 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 academy through the Open the Book, the input of the church family worker, Experience

Journeys, Cathedral Leavers' Service, etc. Our school also links with church academies in contrasting UK communities and with Christian schools overseas through parish partnerships;

- an appropriately trained teaching assistant will provide pastoral support to children or family members facing challenges;
- our academy community strives to be fully inclusive (eg by teaching sign language and modifying our school building to ensure access for all);
- the Academy Council is trained and supported to play an active part with staff and governors in monitoring and evaluating the social cohesiveness of the academy community;
- the Senior Leadership Team prioritises support and engagement with networks (eg cluster meetings, academy partnerships and attending headteacher conferences run by the Diocese);
- there is active engagement with parents and carers through the 'open door policy' and active support of HSPA activities.

CULTURAL DEVELOPMENT IN HARDWICKE PAROCHIAL PRIMARY ACADEMY

'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

A Christian perspective on cultural development:

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.

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.

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.

An Ofsted perspective on cultural development:

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures within the academy and further afield as an essential element of preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting 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.

Aims

To foster social development, the academy 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 links overseas, RE, Collective Worship and events in academy
- 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

Teaching and learning:

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 all academy 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 Spirited Arts project, and community art initiatives, as well as workshops with professional artists, filmmakers, poets, authors, dancers, etc);

- 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 academy projects which celebrate diversity within the local and wider community feature in our curriculum;
- links with our Diocese and dioceses overseas teach children that as a church academy , we are a part of the World Wide Anglican Communion which comprises a rich cultural diversity of Christian traditions and practices.

MONITORING AND EVALUATION OF SMSCD IN HARDWICKE PAROCHIAL PRIMARY ACADEMY

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 academy.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSCD is GINA KERROD
2. The SMSCD lead teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this academy;
3. The SMSCD lead teacher has responsibility for ensuring that all staff, parents and governors understand how the academy interprets SMSCD and to ensure that regular, appropriate professional development is provided;
4. The SMSCD lead teacher will liaise with the SLT, the Vision and Values Committee of the governing body and the Academy Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

a. auditing curriculum policies and schemes of work to ensure that the academy's values are the starting point for curriculum design;
b. monitoring of lesson plans and the quality of teaching and learning;
c. evaluating impact of SMSCD provision through work scrutiny, reflection journals, and pupil conferencing;
d. input at staff meetings, school governors' meetings and parents' forum to maintain the profile of SMSCD in the school;
e. sharing good practise from within our school with other schools where appropriate;
f. ensuring that SMSCD development is a priority on the school development plan.