



SOCIAL, MORAL, SPIRITUAL & CULTURAL DEVELOPMENT (SMSCD) POLICY

(Please see Siddington's separate Spirituality Policy)

Our vision is – 'To have fun, do our very best, and look after everyone in a caring, **Christian**, community'.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

Our curriculum, extra-curriculum and enrichment activities (passport of 10 things we want all children to experience before they leave school) all help to provide opportunities to meet the spiritual needs of our children.

Members of staff responsible	Carol Dougill
Date agreed with staff	June 2018
Date discussed with pupils	NA
Date approved at Local Governing Body (LGB)	4 th July 2018
Frequency of policy review	3 yearly
Date next review due	September 2021

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	June 15	New policy
1.2	June 18	Added front sheet and updated charges from new SIAMs framework & section on spiritual development

For Siddington:

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 following sections show how we teach and support children in SMSC development

SPIRITUAL DEVELOPMENT

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

A Christian Perspective

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.'

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 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.

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 school is the wellspring of moral, social and cultural development and all that makes the community what it is and strives to become.

Teaching & Learning:

In order to look after our children to fulfil our vision, staff will help the children towards developing spirituality by:

- ❖ Teaching children that we are made in God's image and therefore we are spiritual and empathetic beings
- ❖ Providing a range of activities in class and on trips or visits that can help them reflect and think about themselves in the world and to use their imagination
- ❖ Providing 'spiritual' experiences: ways in which pupils can encounter the spiritual dimension of life and look at things with awe and wonder – they will be encouraged to ask 'big question' such as why are we alive?

- ❖ Helping children to make sense of the spiritual experiences encountered and to reflect on and respond to beliefs and values from a range of faith perspectives – particularly in RE
- ❖ In collective worship we will celebrate the love of God for every individual and provide opportunities for children to respond to this through imagination, empathy and insight.

As evidence of developing a child spiritually, staff will capture evidence through scribing special thoughts or words, or photographing those special moments, both individual and as a group.

In class and on visits, children will be encourage to think about:

<p>Ourselves</p> 	<p>Others</p> 
<p>The world</p> 	<p>Beyond</p> 

..... and what this means.

In worship time (at Siddington only) and for some topic work, we use the following to help children think and reflect – often leading to spiritual thought:



Windows: Opportunities to look out on the world to gaze and wonder: The Wow moments. The things we find amazing and bring us up short.
Encounter: The learning about life



Mirrors: Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others.
Reflection: The learning from



Doors: Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.
Transformation: The learning to live by putting into action what they believe.

MORAL DEVELOPMENT

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

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.

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.

Aims

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.

Teaching and learning

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 school 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 school, local, and wider community (e.g. interactive, wall charts, lunch time awards, and weekly certificates and merits);
- 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 and problem solving strategies;
- children are made aware of moral and ethical issues in the national and international context through, for example, learning about charities and the work they carry out;
- the School 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 school.

SOCIAL DEVELOPMENT

*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. 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.

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.

Aims

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

- build relationships founded upon the Christian values (e.g. 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 school 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;
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service;
- 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 some links with schools or events abroad;
- an appropriately trained teaching assistant will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive (e.g. by modifying our school building to ensure access for all);
- the School Council is trained and supported to play an active part with staff and governors in monitoring and evaluating the social cohesiveness of the school community;
- the Senior Leadership Team prioritises support and engagement with networks (e.g. cluster meetings, school 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 PTA activities.

CULTURAL DEVELOPMENT

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.

Aims

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 links overseas, 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

Teaching and learning

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

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, our school values are: compassion, respect, courage, trust, truthfulness and forgiveness, as documented in all 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 (e.g. Kaya Drumming, and community art initiatives, as well as workshops with professional artists, 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 school 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 school, we are a part of the World Wide Anglican Communion which comprises a rich cultural diversity of Christian traditions and practices.