



Haresfield C of E Primary School

'Trusting in God, together we live, learn and grow.'

Spiritual, Moral, Social and Cultural Education Policy

School Vision

At Haresfield Church of England Primary School we want everyone to know that they are unique, special and worthy in the sight of God and to "Aim High". To be the very best that they can be.

We strive to achieve this through our Christian values rooted curriculum. By working together to learn what God wants for each of us, we offer an ambitious, creative curriculum in which we help each child to flourish and grow. We endeavour to provide the children in our care with a passion for learning and to appreciate the wonder of our world. When they leave our school our aim is to ensure they have the key skills ready to cope with life at whatever level they are. The school is supported by an effective partnership with parents and the community.

At Haresfield School we aim to:

- Have a zest for life
- Encourage self-reliance, co-operation, enthusiasm & initiative
- Develop enthusiasm for knowledge & learning through a positive approach
- Nurture all the children in our care & build their self esteem
- Respect and understand the diversity of the wider world and our place as citizens of it
- Prepare our children with the skills & confidence to tackle the challenges of a changing world
- Extend ourselves in mind, body & spirit
- Learn in partnership with parents, the Church, the community & other schools
- Achieve their potential across all areas of the curriculum

Aims of the policy:

In order to foster spiritual development, Haresfield 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.

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, we cultivate these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, respect, forgiveness, thankfulness and trust, as documented in 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, 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;
- 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 at Haresfield Primary School

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 central 'golden thread' weaving through all aspects of school 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. We have adapted an approach to help the children understand what spiritual development 'could' look like. The school has recently started to develop the school language for spirituality – 'God is my golden glue'. This has had an enormous impact on the ability of children to talk about spirituality across the school.

Pupils' spiritual development at Haresfield 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.

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.

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, the spiritual garden and interactive prayer stations);
- 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 at Haresfield Primary School

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.

Pupils' moral development is evidenced at Haresfield 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

To foster moral development, we aim 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.

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, power point presentations and displays around the school building;
- 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 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 being invited into school to talk about their work;
- 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 at Haresfield Primary School

Social development is about living successfully in community. For Christians, community and relationships underpin life. Although some members of the church school may not be part of St Peter's 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.

At Haresfield the 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.

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 Haresfield Primary School and their membership of it.

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 Mr Webley Cup)
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service (eg Macmillan coffee morning, singing at Care Home);
- 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 St Peter's church, participation in parish events, and church members supporting the school through Experience Easter, Experience Christmas, Cathedral Leavers' Service, etc. Our school also links with church school in contrasting UK communities and with Christian schools overseas through partnerships;
- an appropriately trained teaching assistant will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive (eg by teaching sign language);
- the Senior Leadership Team prioritises support and engagement with networks (eg cluster meetings, attending head teacher conferences run by the Diocese);
- there is active engagement with parents and carers through the 'open door policy' and active support of PTFA activities.

Cultural Development at Haresfield Primary School

At the heart of cultural development 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.

At Haresfield 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
- 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.

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

Through teaching and learning, we ensure this by:-

- 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 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, 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 school projects which celebrate diversity within the local and wider community feature in our curriculum;

Monitoring and Evaluation of SMSC at Haresfield

SMSC development 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.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSC is Mrs Rachel Bacon, head teacher.
2. The SMSC lead teacher has responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSC development and to ensure that regular, appropriate professional development is provided;
3. The SMSC lead teacher will liaise with the staff and the governing body to monitor and evaluate the impact of opportunities for SMSC development across the curriculum.

This will be achieved by:

- a. auditing curriculum policies and schemes of work to ensure that the school'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 SMSC 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 SMSC in the school;
- e. sharing good practise from within our school with other schools where appropriate;
- f. ensuring that SMSC development is a priority on the school development plan.

Agreed by Governors Spring 25

Head Next Review date: spring 26