

**RANGEWORTHY CE VC PRIMARY SCHOOL**  
**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

**RATIONALE**

At Rangeworthy CE VC Primary School we recognise that spiritual development is concerned with how individuals acquire beliefs, values and personal experience that is of enduring worth. We recognise that spiritual development plays a significant part in the pupil's ability to learn and achieve. We therefore aim to provide an education that gives pupils the opportunity to explore and develop their own beliefs, values and spiritual awareness.

**SPIRITUAL DEVELOPMENT**

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

**Aims**

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.

**Teaching and learning**

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 respect, responsibility and friendship;
- opportunities for spiritual development will be pro-actively planned into the curriculum/Collective Worship 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, reflection, stillness and prayer (eg in reflection areas, the spiritual garden and the worship tables)
- 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 the 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 (Forest Experience) and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

## 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

### 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 the schools Christian core 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, by challenging conflict, environmental change, extreme inequality and poverty.

### 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 respect, responsibility and friendship.
- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- our core Christian values and stories from the Bible that are fundamental to the creation of the school's vision are shared with members of our school community through our website and school documentation, classroom displays, 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 (eg behaviour award, Golden Book entries and attendance awards);
- our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start and is rooted in the school's three core values;
- 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 are made aware of moral and ethical issues in the national and international context through a variety of cross curricular topics and through representatives from charities being invited into school to talk about their work;
- the School Council is involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school;
- the School Council plays a key role in the pupils' developing an understanding of local, national and international perspectives.

## 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*

### Aims

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

- build relationships founded upon the Christian values (eg respect and friendship);
- gain a clear understanding of the place of the church school within the wider Christian community including local, national and international;
- access pastoral support from school staff, local clergy, parish team members and the Diocese of Gloucester;
- 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, a willingness to contribute to this 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 respect and responsibility;
- 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 through our Golden Book nominations and occupation of the "Let Your Light Shine" window.
- 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 church members supporting the school as classroom helpers and for social events, Experience Journeys, Cathedral Leavers' Service, etc.
- high levels of pastoral support are provided to all our children by all our staff as small school and class size allow everyone to know everybody well (personalised learning approach) and provide appropriate and caring and nurturing support;
- our school community strives to be fully inclusive;
- the headteacher prioritises support and engagement with networks (eg Domino Alliance meetings, Brimsham Green and surrounding schools partnership 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 school association 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*

### Aims

To foster cultural 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;
- develop national and international schools links that foster a better understanding of the different cultures that form the world.

### 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, respect and responsibility;
- 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 (British Values) 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 events;
- 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;
- projects which celebrate diversity within the local and wider community feature in our curriculum;

## MONITORING AND EVALUATION OF SMSCD

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.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSCD is James Powell.
2. The SMSCD lead teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practice in this school;
3. 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;
4. The SMSCD lead teacher will liaise with the teachers, the governing body and the School 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 school's core values and Curriculum Statement underpin curriculum design;
- b. monitoring of lesson plans and the quality of teaching and learning;
- c. evaluating impact of SMSCD provision through work scrutiny and pupil conferencing;
- d. input at staff meetings, school governors' meetings and discussion group meetings to maintain the profile of SMSCD in the school;
- e. sharing good practice from within our school with other schools where appropriate;

## **CONCLUSION**

This policy has been approved by staff and governors of the school and will be used in conjunction with other school policies, particularly that for Collective Worship and Religious Education.

### ***Equality Impact Assessment (EqIA)***

***This policy has been written and reviewed with regard to its impact on equalities issues. The review found no areas of potential negative impact and actions resulting in positive impact are in place.***

Head teacher..... Date.....

Chair of Policy Committee ..... Date.....