



## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

We are a happy, caring school and aim to treat everyone and all things with respect

We aim to encourage and support everyone to achieve their potential within all areas of their lives.



We aim to work together as a school and community and to celebrate our achievement.

*Building  
Community,  
Enriching Lives*

Love your neighbour as  
yourself,

Treat others as you wish  
to be treated

**Introduction:**

This academy promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

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. This is a whole academy issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The academy community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the academy.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## **General Aims**

- To ensure that everyone connected with the academy is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the academy
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

## **SPIRITUAL DEVELOPMENT**

### **Aims**

In order to foster spiritual development, Longney CE 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 our academy's core Christian values and the Biblical teaching that underpins them. These are: Respect, Courage, Hope, Joy, Forgiveness, Kindness, Friendship, Creativity; Trust, Honesty, Co-operation, Honesty
- 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 our Christian values as documented in all academy policies (as they are updated)
- 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 in reflection areas, the spiritual garden and interactive prayer station

- that children's spiritual capacities such as imagination, empathy and insight will be 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 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**

### **Aims**

To foster moral development, Longney CE 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 academy 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, our academy pursues these aims by ensuring that:

- the curriculum and all areas of our community life are explicitly rooted in our twelve Living Values
- 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 academy community through our website, home school value sheets and academy documentation as well as through colourful images; posters  
classroom displays, and exhibitions around the academy 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, Headteacher's Value 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 being invited into our academy to talk about their work

## **SOCIAL DEVELOPMENT**

### **Aims**

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

- build relationships founded upon our twelve Christian values
- gain a clear understanding of the place of the church academy within the wider Christian community including local, national and worldwide
- access pastoral support from academy 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 our twelve Christian values, as documented in all academy policies (as updated); opportunities for social development will be explicitly planned into the curriculum and in all areas of academy 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 through the Good Conduct awards or Head Teacher's Value award
- 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 worship in the parish church, participation in parish events, and church members supporting the academy through the Open the Book team, Experience Journeys, Cathedral Leavers' Service, etc.
- an appropriately trained teaching assistant and academy counsellor will provide pastoral support to children or family members facing challenges
- our academy community strives to be fully inclusive

- the head teacher prioritises support and engagement with networks (eg cluster meetings, school partnerships and 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 'Friends of Longney School' activities

## **CULTURAL DEVELOPMENT**

### **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
- 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

### **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

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 academy.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSCD is Penny Howard
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 staff, the Visions 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, academy governors' meetings and parents' forum to maintain the profile of SMSCD in the academy
- e. sharing good practise from within our academy with other academies where appropriate;
- f. ensuring that SMSCD development is a priority on the development plan

Ratified: 12<sup>th</sup> December 2013

Reviewed: June 2017

Signed: Penny Howard Headteacher

Signed Chair of Governors

This policy is based on the Gloucestershire Diocesan SMSCD model written by Shahne Vickery August 2013