

Vision

We aim to provide an education enriched by our Christian heritage, with four key elements which are at the heart of all that we are and align with the Church of England's Vision for education: Wisdom, Hope, Community and Dignity. Our learners are given opportunities to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture their love of learning. Our small school provides big opportunities to broaden learners' horizons and prepare them for the fullness of life, through hope, aspiration and our core Christian values. We focus on relationships and learning to live well in a wider community that can flourish together. Central to children's learning is respecting the worth, dignity and preciousness of each person in a safe and inclusive environment within the sight and love of God.

Each Academy within the MAT has adapted this vision for their individual setting.

Introduction

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Provision for the children's spiritual, moral, social and cultural development is threaded through the whole school community, through its ethos, curriculum and collective worship.

Spiritual Development

Our church schools take the spiritual values of Christianity as their touchstone on life.

Aims

Children will develop:

- The ability to listen, be still and reflect
- A sense of self worth
- The ability to sense awe and wonder
- The willingness to explore the ultimate questions and mysteries of life
- The ability to sense the special nature of human relationships
- The ability to recognise transcendence, which may include an awareness of God
- Spiritual capacities e.g. imagination, insight and contemplation

Provision

Within the Curriculum

Pupils are given opportunities to explore:

- An imaginative approach to the world
- A spirit of enquiry and open-mindedness
- An approach to the holy or the sacred
- An awareness of order and pattern in the natural world

Within RE, Collective Worship and PSHE (including British Values)

Pupils are given opportunities to:

- Explore the 'Windows, Mirrors and Doors' approach to spiritual development through the framework of the Salisbury Spiritual Development Scheme
- Investigate and reflect upon their own beliefs and values

- Share what is meaningful and significant to them
- Explore prayer/reflection/silence and a sense of inner space
- Experience creative arts (music, dance, drama, visual arts) when exploring spiritual realms
- Explore the meaning of commitment
- Discuss and express views on issues such as transience and change, paradox and unease, injustice or inequality whilst respecting the views of others
- Respond in a personal way (invited, not coerced)

Beyond the Formal Curriculum

Within the school community we:

- Foster a sense of respect for the integrity of each person
- Treat all members of the school community with respect, regardless of personal feelings
- Maintain an ethos which enables pupils and staff to speak freely about their beliefs and values
- Embrace (as they occur) wider opportunities to explore the spiritual e.g. snow falling, a national event, an injured bird in the playground ...

Assessment

Assessment is primarily through observation of pupil behaviour, their relationships with others and the views pupils express about themselves, others and the world. We look for opportunities to observe pupils and for pupils to express observations about themselves:

- Expressing an awareness of the idea of 'God' within their own life or the lives of others
- Reflecting on experiences (the 'wow' and 'ow' moments)
- Understanding and evaluating a range of responses and interpretations
- Developing personal views and insights and a grasp of the intangible
- Applying the insights gained with increasing degrees of perception to their own lives

Moral Development

Aims

Children will:

- Understand the consequences of behaviour and actions
- Be able to take moral decisions independently
- Assume moral responsibility through belief and conviction
- Be able to distinguish between right and wrong
- Develop an understanding of Christian values
- Develop an understanding of British values

Provision

Within the Curriculum

Pupils are:

- Encouraged to develop a personal view on morality and ethical questions raised through the curriculum (e.g. injustice in History, deforestation in Geography, fairness in P.E., ethical questions in Science etc)
- Encouraged to take responsibility for their own learning and to set personal targets
- Given opportunities to develop thinking and reasoning skills enabling responsible decision making

Within RE, PSHE and Collective Worship

Provision includes:

- Exploration of a clear moral code based on the Christian values of love, repentance, forgiveness and truthfulness

- An exploration of Christian moral perspectives alongside models of morality within other faiths
- An exploration of moral issues through PSHE and Circle Time
- A programme of daily Collective Worship which provides a framework for moral development through Christian values

Beyond the Formal Curriculum

In our Schools we:

- Set high expectations which lead to raised awareness of high moral standards both inside and outside the classroom
- Guide children to distinguish between right and wrong using scenarios from within and outside the classroom
- Provide positive role models who are fair, respect others and keep promises
- Guide children in making choices linked to consequences
- Guide children in deciding class rules
- Establish consistent sanctions

Assessment

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions. We look for children demonstrating:

- An understanding of moral principles which allow them to tell right from wrong
- A respect for other people, truth, justice and property
- A consideration of consequences when making choices
- An ability to stand moral ground in the face of peer pressure
- An ability to put Christian values and personal values in to action

Social Development

The quality of relationships between all members of our school community (children and adults) is crucial. These relationships are characterised by our upholding of Christian values, mutual respect, positive attitudes, the willingness to listen with empathy and by the valuing of each other.

Aims

Pupils will:

- Relate positively to others, valuing their gifts, talents and worth
- Engage successfully in partnership with others
- Exercise personal responsibility and initiative
- Understand that as individuals we depend on others (e.g. family, friends and society)
- Participate fully and take responsibility in the classroom, school and wider community (see British Values)
- Build relationships through our Christian values with members of the wider Christian community

Provision

Within the Curriculum (including RE)

Pupils are given opportunities to:

- Work collaboratively within team or group situations
- Develop leadership skills
- Consider the views and ideas of others (e.g. during investigations, class discussions and debates)
- Respond to others with empathy, sensitivity and respect

Within PSHE and Collective Worship

Provision includes opportunities to:

- Develop a sense of community and inclusion rooted in Christian values
- Consider how Biblical characters and stories provide positive models of relationships and models for society
- Celebrate examples of good citizenship
- Develop an understanding of British values and how these support our society
- Consider how empathy, respect and sensitivity contribute towards building good relationships

Beyond the Formal Curriculum

Social development is supported through:

- The nurturing of good relationships being modelled by all members of the school community
- Pastoral support by our school vicar
- An understanding of the place of our church school within the wider Christian community – locally, nationally and globally (e.g. Diocesan links)
- Pupils taking responsibility as Play Leaders and School Ambassadors and other roles of responsibility
- Involvement in clubs and extra-curricular activities
- Welcoming visitors to the school and making visits outside school
- Positive interaction between members of the school and wider community through performances, sporting events, community festivals, links with other schools and visiting specialists
- Involvement in themed weeks and projects which encourage a sense of community and belonging

Assessment

Assessment is primarily through observation of pupil behaviour, their relationships with others and the views pupils express about themselves, others and their place within society. We look for opportunities to observe pupils and for pupils to express observations about themselves:

- Growing in self esteem
- Employing socially acceptable behaviour, both in classroom and other contexts
- Developing relationships with others in work and play
- Demonstrating developing maturity through an ability to look beyond their own needs and interests to those of others
- Showing appreciation of what constitutes a healthy lifestyle

Cultural Development

The relative lack of cultural diversity within our school adds challenge, and at the same time great significance to, the way in which children's knowledge and understanding of differing cultures, customs and traditions is developed. It is hoped that our children will develop a balanced approach to respecting the traditions of our society, whilst perceiving in a positive light the contribution of other cultures, past and present:

Aims

Pupils will:

- Develop a sense of belonging to their own culture and develop pride in their cultural background
- Develop British values
- Respond to cultural events
- Appreciate the values and customs of Christian, other faith groups and world views
- Share different cultural experiences
- Respect different cultural traditions
- Understand codes of behaviour, fitting to cultural tradition

Provision

Within the Curriculum

Pupils are given opportunities to:

- Explore their local, British and Christian cultural heritage through the general curriculum
- Develop an appropriate code of behaviour when experiencing events of cultural significance e.g. visits to places associated with cultural events, meeting visitors etc.
- Explore other cultures through the creative arts, literature, displays, IT and a range of media
- Experience authentic representations of cultures throughout the curriculum

Within RE, PSHE and Collective Worship

Pupils are given opportunities to:

- Discuss and explore differences and similarities between cultures and faith traditions
- Respond appropriately to visits to places of worship or places of religious significance within the Christian and other faith traditions
- Explore issues relating to cultural development e.g. equal rights, peer pressure, discrimination and prejudice
- Take part in Christian celebrations and calendar festivals, shared with the community
- Celebrate cultural diversity through learning about festivals and events from within other cultures

Beyond the Formal Curriculum

Cultural development is supported through:

- Experiencing different cultures through special events and topics including food, clothes, the creative arts etc.
- An annual focus on bullying (through National Bullying Week) and the issues surrounding bullying, many of which link to cultural diversity
- Raising awareness of national and international events which bring people of differing cultural traditions together e.g. response to political situations, sporting events (like Olympic, Paralympic, Invictus and Commonwealth games, Football and Rugby World Cups), response to natural disasters etc.

Assessment

Assessment is primarily through observation of pupil behaviour, their relationships with others and the views pupils express about themselves, others and their place within the world. We look for opportunities to observe pupils and for pupils to express observations about themselves:

- Responding to stories, videos and artefacts
- Participating in cultural activities including creative arts, projects, sporting events, visits etc.
- Expressing attitudes during cultural visits or relating to visitors

Reviewed:

November 2018