
SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Document Summary

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Amendment History

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V1.0	19/10/16	Mo Jones	Reformatting Only
V1.1	14/03/17	Rosie Brydon	For review by School Improvement Committee
V2.0	28/04/17	Ruth Owen	Formatted for final release
V3.0	22/06/18	Ruth Owen	Removal of Rosie Brydon's name
V4.0	18/10/19	Ruth Owen	Updating following review by HC & GP, and final amendments from PB.
V4.1	17/05/21	Geoff Potter	Review due

V5.0	02/07/21	Ruth Owen	Final formatting following review
V5.1	21/05/24	Ruth Owen	Updated front sheet with Link Governor & Model Policy Fields, and formatting
V5.2	14/07/25	Lydia Adams	Review made
V5.3	15/10/25	Debbie Fisher	Awaiting approval at FGB
V5.4	18/11/25	Debbie Fisher	Reviewed paragraph on spirituality – awaiting approval
V6.0	27/01/26	Ruth Owen	Final formatting following FGB approval

Introduction

Our vision is to enable all members of our school community to become the best we can, by being an inclusive, vibrant, aspirational school. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated. Our vision is rooted in James Martin’s (SJ) theology that life is about becoming our best selves, through an ongoing process of transformation. As a community we strive to love, learn and grow together, through our school values of thankfulness, hope, honesty, forgiveness, service and justice. We endeavour to ‘think about each other and help each other to show love and do good deeds.’ (Hebrews 10:24)

As a Church school, Frampton Cotterell C of E Primary School (FCCE) offers a spiritual and moral basis for the development of human wholeness and a foundation for personal and social values based on the person and ministry of Christ.

As a community of faith, FCCE aims to reflect the values lived out by Jesus. Here we begin to discover who we are, why we are, and what we might be. We endorse the statement of the Church Schools Review Group from 2001, chaired by Lord Dearing: *We believe that the revelation of God’s love for all humanity within a holistic approach to education is at the heart of the church’s purpose in our Church schools.*

Spiritual Development

Christians believe in a God who is the source of all life. All of life is sacred, to be respected, protected and enjoyed. 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. As the Dutch Catholic Priest Henri Nouwen wrote: *The spiritual life does not remove us from the world, it leads us deeper into it.*

As explored by Aldridge D (2019) on ‘becoming’, it is essential that school is a safe place where pupils’ doubts, fears and questions can be explored. At FCCE, we use a spirituality wheel inspired by Smith C’s (2017) model. It highlights Hay & Nye’s

(2006) four aspects of spiritual development (relational consciousness): self, others, world and beyond. It also denotes the school values that we hope to foster in all these four areas. The wheels are displayed in all classrooms, and all pupils are familiar with the wheel, using it as a way to help them explore and talk about their own spirituality.

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.

Therefore, the gospel stories and other Biblical teaching will be seen as the root of the Christian values that shape the school's life: thankfulness, hope, honesty, forgiveness, service and justice. 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, reflection 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 central to the community shaping our values, hopes and aspirations.

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 person; 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;
- develop knowledge and understanding of world views (including Judaism, Hinduism, Sikhism, Islam and Humanism) respecting and valuing diversity.

Teaching and learning

Through teaching and learning, the school pursues these aims by ensuring that:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian values: thankfulness, hope, honesty, forgiveness, service and justice.
- 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;

- children's spiritual capacities such as imagination, empathy, reflection and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- children's moral development is linked to spiritual development through strategies such as prayer club, worship team and class worship
- the RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality enabling them to make their own decisions about faith;
- children will be given many opportunities 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.

How will we evaluate spiritual development?

Pupils who are developing spiritually will:

- Have confidence to act in accordance with their own principles;
- Be able to describe and explain why people belong to faith communities and how beliefs affect their choices and decisions;
- Be able to reflect on their experiences and learning;
- Show creativity and imagination.

Moral development

For Christians, morality is not just about good behaviour, it is about shared values that are rooted in Christian belief. Love predominates in all aspects of school life, since it was God's act of love that brought salvation to the world. Christians look to the life and teaching of Jesus to help them understand what this means in practice.

Forgiveness, love and justice are central values in moral development. Christians recognise that all people do wrong things which can hurt others and hurt God. At the heart of the Christian gospel is the message that the death and resurrection of Jesus Christ provides forgiveness. 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. Children often 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. These beliefs shape the values that lie at the heart of our school and characterize its approach to moral development.

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, and to realise their lives can make a difference;
- 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;
- have confidence to articulate their views on ethical issues and personal values;
- develop strength to follow their moral viewpoint when experiencing challenging circumstances;
- develop a respect for others' needs, interests and feelings as well as their own and show consideration to others in school community;
- be able to think through consequences of actions and take responsibility for their choices;
- to know that it is acceptable to make mistakes and to be willing to put things right;
- to develop the courage to challenge decisions if they believe them to be wrong;

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 our Christian values: thankfulness, hope, honesty, forgiveness, service and justice, which are firmly embedded in Christian teaching 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 and displays 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. Golden Book Award', visits to Bridge House etc);
- our behaviour policy makes clear that every child is treated fairly and, where mistakes are made s documented in all school policies, 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 through explicit teaching 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;
- the worship team 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.

Social development

Social development is about living successfully in community. For Christians, community and relationships underpin life. The Bible teaches that every person is valued and unique. Although some members of our school may not be part of the local church community, there will nonetheless be an expectation that all relationships in school will be informed by Christian values. These values will be modelled by staff and governors and encouraged and celebrated in children.

Aims

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

- build relationships founded upon our Christian values: thankfulness, hope, honesty, forgiveness, service and justice;
- gain a clear understanding of the wider community including local, national and worldwide;
- develop self-esteem, self-awareness and self-confidence;
- develop strategies to cope with challenging situations;
- work cooperatively as a member of a team recognising and celebrating each others' strengths and differences
- provide opportunities for pupils to develop a range of good social skills and experience different social settings/groups
- 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 that:

- the curriculum and all areas of our community life is explicitly rooted in our Christian values: thankfulness, hope, honesty, forgiveness, service and justice, 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 (e.g. celebration assembly);
- strong mutually supportive links are maintained and developed with our local community through participation in charity events and acts of service (eg visits to Bridge House and St Peter's church);
- strong, mutually supportive links are 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.

- our school community strives to be fully inclusive (e.g. by having dyslexia and autism friendly classrooms and modifying our school building to ensure access for all);
- older pupils are encouraged to develop nurturing skills, for example through the roles of play leaders and peer mediators
- there is active engagement with parents and carers through the 'open door policy' and participation in Friends' events.

Cultural development

At the heart of cultural development, is the belief that God made and loves all of His creation. At school we demonstrate the commitment, not only to understand and appreciate those elements that have shaped one's own life, but also to value and respect all people from every different background, country or culture and learn how to celebrate their story. By the time the children leave this school, we want them to be aware of and excited by the diverse world in which they live.

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 visits to local churches, 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;
- understand what it means to be part of a community characterized by openness, hospitality and an eagerness to learn from one another

Teaching and learning

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

- the curriculum and all areas of our community life are explicitly rooted in our Christian values: thankfulness, hope, honesty, forgiveness, service and justice, as documented in all school policies;
- the curriculum is delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms are used to teach children about the heritages and traditions of a wide range of cultures;
- children are given opportunities to take part in and respond to cultural and artistic enterprises (e.g. assemblies and 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;
- links with our Diocese 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.

MONITORING AND EVALUATION OF SMSCD

Pupils who are developing spiritually will show increasing awareness of a nonphysical dimension to life and that this is how God works in the world. They will begin to describe God as the source of creation, life and goodness. They will recognise that God has shown us his nature and purpose primarily through the life and teachings of Jesus Christ. And they will realise that people may follow other teachings or even deny the existence of God, so the Christian Gospel must be explored to the full in order to determine God's purpose for them in their lives.

SMSCD is the responsibility of **all** staff and governors and has a fundamental impact on the quality and nature of the education offered by our school.

- The Lead Teacher with responsibility for evaluating the effectiveness of SMSCD will be the Head Teacher or another Teacher chosen by the governors and agreed by the incumbent of St. Peter's church.
- The SMSCD Lead Teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
- 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;
- The SMSCD lead teacher will liaise with the Senior Leadership Team, the School Improvement Committee of the governing body and the School worship team to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

- auditing curriculum policies and schemes of work to ensure that the school's values are appropriately embedded in curriculum design;
- monitoring of the quality of teaching and learning;
- evaluating impact of SMSCD provision through work scrutiny and pupil conferencing;
- input at staff meetings, school governors' meetings and encouraging parents through newsletters and the website to contribute to the profile of SMSCD in the school.