



## PINNACLE SCHOOLS FEDERATION SPIRITUAL, MORAL, SOCIAL, AND CULTURAL DEVELOPMENT POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
<b>Date of Ratification</b>	<i>17/02/25</i>
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### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies or Procedure</b>	SMSC Development Policy	<b>DATE:</b>	09/03/25
<b>CARRIED OUT BY:</b>	Mike Riches	<b>APPROVED BY:</b>	Mike Riches

#### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	No impact	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

## **Rationale:**

The vision and values at both schools within the federation are rooted in their Christian vision which underpins all decisions made and actions carried out. This is true of the way the federation promotes SMSC development for all pupils.

At Iron Acton, our vision is that 'Every member of the school family takes active care of ourselves, each other, our learning, our community and the environment, even when this is hard.'

Our values are: *Listening, nurturing, welcoming, celebrating*

At Hawkesbury, our vision is that 'Every member of the school community flourishes in their learning and living, enabling others to do the same so that they are prepared for life both now and in the future.'

Our values are: *Respect, perseverance, creativity*

## **Definitions:**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from a range of diverse 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of diverse cultures in the schools and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## **Spiritual Development**

In order to develop the spiritual aspects of a pupil's life the Federation will provide opportunities for pupils to:

- Develop a sense of wonder, awe, mystery and joy;
- Listen, reflect and puzzle;
- Consider their own feelings, likes and dislikes;
- Develop personal beliefs and values and learn to respect the beliefs and values of others;
- Show insights into deep questions about life, change and death;
- Engage in activities which involve questioning, valuing, envisioning, empathising, imagining;
- develop an appreciation of their uniqueness and value as a human being;
- develop an understanding of the distinctive ethos of our church schools as well as the context, language and symbolism of the Christian faith;
- develop knowledge and understanding of the school's Christian vision and 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 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 Federation pursues these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian vision and values;
- 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 buildings and outdoor environments will provide inclusive spaces for silence, stillness and prayer (eg in reflection areas);
- 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 reflective strategies such as Windows, Mirrors, Doors;
- 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:**

In order to develop the moral aspects of a pupil's life, the Federation will provide opportunities for pupils to:

- Develop a sense of right and wrong within a supportive environment;
- Develop self esteem and take responsibility for one's own actions;
- Be aware of the needs of others;
- 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 Federation community;
- understand the centrality of forgiveness and reconciliation in the life and culture of our schools;

## **Teaching and learning**

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

- the curriculum and our community life are explicitly rooted in the Federation's Christian vision and values;

- our Christian vision and values are shared with members of our community through our website and documentation as well as through classroom displays and correspondence from school;
- collective worship celebrates practical demonstrations of the Christian vision and values lived out in the life of the schools and their local and wider communities;
- 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 Federation's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through 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 schools to talk about their work;
- children are made aware of the Rule of Law through visits from Parliament representatives and through reflecting on UK parliament week.

### **Social Development:**

In order to develop the social aspects of a pupil's life, the Federation will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative;
- Understand and experience the rights and responsibilities of individuals within the social setting;
- Communicate with others with increased effectiveness;
- Engage in activities which benefit others;
- Use language in a range of groups and contexts;
- Write for a range of purposes and audiences;
- build relationships founded upon the schools' Christian vision and values;
- gain a clear understanding of the place of the church schools within the wider Christian community including local, national and worldwide;
- access pastoral support from 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';
- meaningfully support the work of a range of charities and develop an attitude of courageous advocacy
- feel a sense of genuine pride in their school and their membership of it.

### **Teaching and learning**

Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and our community life will be explicitly rooted in the Federation's Christian vision and values;
- Collective Worship will celebrate and reward practical demonstrations of our Christian vision and values, particularly shown towards children facing difficulties or challenges;
- strong mutually supportive links will be maintained and developed with our local community through participation through courageous advocacy, e.g. in charity events and acts of service to others;
- strong, mutually supportive links will be maintained and developed with the local and national church and the worldwide Anglican communion through regular inclusive worship in the parish church, participation in parish events, and church members supporting the school, Cathedral Leavers' Service, Open the Book etc.
- an appropriately trained teaching assistant will provide pastoral support to children or family members facing challenges through programmes such as ELSA;
- our Federation strives to be fully inclusive through the access plan (eg modifying our school buildings to ensure access for all);
- the Senior Leadership Team prioritises support and engagement with networks (eg cluster meetings, school partnerships 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 PTA activities;
- children are helped to reflect on the value of difference and experience opportunities to meet with people from a range of diverse backgrounds.

## **Cultural Development:**

In order to develop the cultural aspects of a pupil's life the Federation will provide opportunities for pupils to:

- Explore, understand and demonstrate British values
- Value their own cultural roots, interests and achievements;
- Learn from a range of diverse cultures;
- Engage in discussions on a range of cultural practices and lifestyles;
- Demonstrate knowledge about their own culture and its practises;
- 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 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 our schools;
- understand the relationship between religious belief and culture through a creative 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.

## **Teaching and learning**

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

- the curriculum and community life will be explicitly rooted in the Federation's Christian vision and values;
- the curriculum will be delivered using creative and imaginative teaching strategies which enable 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 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;
- children have mutual respect and tolerance of those with a diverse range of beliefs;
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;
- links with our Diocese teach children that as church schools, we are a part of the World Wide Anglican Communion which comprises a rich cultural diversity of Christian traditions and practices.