



**The Bishops' C of E
Learning Academy**



Kernow Learning
Building Excellent Schools Together

Spiritual, Moral, Social and Cultural Development Policy

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Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 876317 or email thebishops@kernowlearning.co.uk

Christian Distinctiveness

At The Bishops' Church of England Learning Academy, our mantra, 'Faith to Belong, Believe, Aspire and Achieve' is based on The Parable of the Mustard Seed:

If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. Matthew 17:20

This underpins our Christian vision statement at The Bishops' :

We belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

At The Bishops' Spirituality considers the 4 areas of : 'Self', 'Others', 'World and Beauty' and 'Beyond' to help children develop their spiritual awareness and foster a sense of responsibility, using the guidance set out by Ofsted:

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 different religious, ethnic and socio-economic 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 different cultures in the school 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, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND

Ofsted continue to put SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Planning

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities. Throughout our curriculum, we provide for opportunities for our pupils to Blossom. This includes:

- Spirituality – encouraging our pupils to reflect upon their learning and its impact on themselves and others
- Hope – providing aspirational opportunities
- Inspiring – developing a curriculum and experiences to engage and inspire learners Nurture – caring and growing ourselves, others and God's creation
- Environment – developing an awareness of our local, national and international community
- Curiosity and questions – answering big questions through our Blossom curriculum
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.



We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong, making a conscious effort to make a difference (being courageous advocates).
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- Rewarding expressions of moral insights and good behaviour.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.
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- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

At The Bishops' we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by displaying appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school and wider community
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common, inclusive values
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, performing arts and sporting events
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language.
- Encouraging them to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school's cultural links through displays, posters, workshops etc. As well as developing partnerships with other schools and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

Embedding Spirituality

This part of the document sets out the objectives and opportunities in the curriculum for spiritual development. As a Church of England primary school, we ensure that we are promoting spiritual development throughout the curriculum and management of the school.

Aims:

- To develop pupil' sense of wonder and curiosity about life.
- To develop an attitude of reflection and stillness in the challenges of life.
- To foster and provide opportunities for the expression of imagination, inspiration, insight and empathy.
- To develop a sense of self-worth and an understanding of the worth of others.
- To develop relationships based on the Christian values of courage, trust, creativity, justice, forgiveness, peace, friendship, humility, truth, thanks, compassion and hope.
- To develop an appreciation of all regardless of race, ability and gender, religion and culture.
- To link the messages of the Bible with the life of the school and wider community.

Opportunities for Spiritual Development:

At The Bishops' spiritual development is promoted by all governors, staff, parents and children through the ethos of the school. The staff and children live out their spirituality in whole school worship and assemblies, collective worship, prayer time, moments of reflection, RE, PSHE, class circle time and through links with the local church and community.

Monitoring

Children who are developing spiritually are likely to become

Successful learners who:

- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- know about big ideas and events that shape our world

Confident individuals who:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens who:

- have a strong sense of their own place in the world
- recognise and value the contributions of others

These qualities are monitored and evaluated in the following ways:





- Monitoring of lesson plans and teaching and learning by SLT/Subject Leaders/Governors
- Sharing of classroom practice and learning
- Evidence from pupils' voice
- Inclusion in SDP

At The Bishops' we provide children with openings for spiritual development in three vital ways:

WINDOWS: giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). Here, children are learning *about* life in all its fullness.

MIRRORS: giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

DOORS: giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

	<p>WINDOW = WONDER</p> <p>WOW: things that are amazing OW: things that make us think</p>
	<p>MIRROR = REFLECTION</p> <p>ME: What are my experiences?</p> 
	<p>DOOR = RESPOND</p> <p>ACTION: What can I do?</p>

Monitoring of this policy

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- the experience of the member(s) of staff designing and delivering the provision;
- feedback from our pupils
- observations and feedback from staff – both internal and external
- engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).
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Spiritual development - self

MIRRORS: giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
<p>Topic/themes: Who am I? (Autumn theme) Exploration of interests, what makes them special and people in their family</p> <p>Star of the week, head teacher award/ values award, personal reflection</p> <p>Use of tapestry journals and PSED floor books</p> <p>Bee point for following the bee rules</p> <p>Termly value and value animals e.g. 'today I've been a forgiving fox'</p> <p>Work to be proud of display</p> <p>Characteristic of effective learning (How to be a good learner)</p>	<p>Choosing their school council members</p> <p>Classroom monitors with own responsibilities within the class.</p> <p>Eco – warriors</p> <p>Science ambassadors</p> <p>Child led challenges/tasks in maths</p> <p>Work to be proud of display – child led</p> <p>Enquiry led start to a new topic</p> <p>Values animals e.g. forgiving fox – 'I've been a forgiving fox today'</p>	<p>Classroom monitors in class</p> <p>Reflect the School Bee Rules which have been followed or broken.</p> <p>Self-assess.</p> <p>2 night residential trip</p> <p>PSHE floor books</p> <p>Topic floor books</p> <p>RE values day</p> <p>Science ambassadors</p> <p>Eco warriors</p>	<p>Choosing their school council members</p> <p>Classroom monitors/Ambassadors with own responsibilities within the class.</p> <p>School/classroom Rules – analyse</p> <p>Increased responsibility including digital leaders, sports leaders and prefects</p> <p>Worship leaders help plan and deliver collective worship</p> <p>PHSE floor books</p> <p>Topic floor books – children decide on the area of spirituality that an activity is (window, mirror, door)</p> <p>Residential trip to London</p> <p>Reflect on their own conduct -, linking to the school values</p> <p>RE values day</p>
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
<p>Topic/themes: Who am I? (Autumn theme) Exploration of interests, what makes them special and people in their family</p>	<p>Anti bullying week etc. in class assemblies.</p> <p>Take part in multi faith week activities</p> <p>What we want as a good classroom environment (at the start of each new year)</p> <p>Star of the week</p> <p>Self-reflection through the use of values journals</p> <p>Video recorded reflection at the end of an RE lesson</p>	<p>Reflecting on new beginnings/anti bullying week etc. in class assemblies.</p> <p>Take part in multi faith week activities</p> <p>Star of the week</p> <p>Self-reflection through the use of values journals</p> <p>RE reflection bubbles</p> <p>Topic floor books which explore 'Big Questions'</p> <p>Self-reflection through values journals</p> <p>Creating questions in P4C lessons</p>	<p>Reflecting on new beginnings/anti bullying week etc. in class assemblies.</p> <p>What we want as a good classroom environment (at the start of each new year)</p> <p>Star of the week.</p> <p>Self-reflection through the use of values journals</p> <p>Take part in multi faith week activities</p> <p>Star of the week.</p> <p>RE reflection bubbles</p>

			Philosophy for Children
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. Can say what I like and what I am good at. Characteristic of effective learning (How to be a good learner) Show and tell	An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way. PSHE – P4C	The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress.	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions.

Spiritual development - others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
Bee rules – photos of children following the rules. Puppet - goes home with someone who has followed the rules. What is special about us? WOW stars celebrating achievements at home. Circle Time – who's been a good friend Class cross – a picture of someone who has been respectful/courageous etc	School/classroom Rules - recognising others who follow them Celebrating events like Mother's Day /Comic Relief/St Pirans Day PSHE – learning about friendships and the community Star of the week Head teacher award Reader of the week Christian value winner (weekly) School council	RE - Star of the week Head teacher award Reader of the week Christian value winner (weekly) Peer assessment School council – democracy Forest school work within literacy learning	Prefects and Friendship Squad School Council Buddies Aspirational talks (Y6) PHSE- floor books Star of the week Head teacher award Reader of the week Christian value winner (weekly) Forest school
Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions			
What is special about us? Star of the week Circle Time What makes a good friend?.	Opportunities for reflection after trips and special occasions built into the curriculum/school day. e.g trip to Newquay Orchard	Historical people such as Howard Carter and Rev'd Hawker Enquiry based lessons Reflection journals in RE books	School/classroom Rules reflection on causes and charities Meaning of being charitable Sex Education History – Rights of the child

<p>Collective worship time together Discussion around story – ‘they wouldn’t get any bee points!’</p>	<p>Circle time- opportunities for reflection during these times. Child led discussion as to the end of week award winners e.g. value winners</p>	<p>PSHE (P4C) lessons based on the lives of others</p>	
<p>Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.</p>			
<p>Understanding that other people have their own views and opinions and may value different things to you. Respecting others ideas Democracy when voting for a story of the day</p>	<p>A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.</p>	<p>Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.</p>	<p>A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.</p>

Spiritual development – world and beauty

WINDOWS: giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty</p>			
<p>RE – Special places for them. Special places for Christians and other faiths Local Autumn walk – signs for Autumn Weekly welly walk Exploring different environments through a trip to Eden</p>	<p>Special places of worship Topic led e.g. what makes the world so wonderful? Trips in the local area e.g. The Orchard, Trenance Park and the beach. Learning about plants/animals/other countries/landmarks/celebrations/cultures. Literacy – poetry about Spring</p>	<p>Trips and walks in the local area e.g. Trenance Cottages. Residential trip to Carnyorth/Delaware Science – animals and their habitats Looking at the work of artists such as John Dyer Focus on the wider world e.g. rainforests in Summer term</p>	<p>Discussion on beginning of the world and life (Science/RE) Photos of children interacting with nature (fishing, rock-pooling) Looking at plants and animals (habitats) life cycles Environmental issues (Geography/Science)</p>

Use of the outdoor area in continuous provision Forest school	Observational drawings/interaction with nature. Studying the work of artists.		
Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			
How can we look after the world – animals and pets Creation story Adopting an orang-utan (through fund raising activities designed by the children) Circle time – sharing feelings and thoughts Incidental Discussions throughout the day as and when.	Sharing feelings and opinions. Art/poetry/Music Seasonal changes.	Reflecting on trips and residential linking to our values, vision and parable PSHE – P4C	Perception of beauty in Art Y5- Artwork inspired by nature (William Morris) Diversity and Equality.
Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.			
Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.

Spiritual development – beyond

DOORS: giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

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Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
<p>Children attend assemblies, class worship -links back to whole school worship and current Reception Learning.</p> <p>Adopting an orang-utan (through fund raising activities designed by the children)</p> <p>Home school values work</p> <p>Parental links through tapestry</p>	<p>PSHE Remembrance Day Prayer - assemblies/end of day etc. Conversations with God TIS interventions Church visits Animal life cycles Animals in their habitats/variation (how we are different)</p>	<p>Remembrance Day PSHE – empathy for others TIS sessions RE – Judaism, Hinduism compare and contrast forms of worship and beliefs.</p>	<p>-SRE – journey of life -Bereavement Support -Parables, Miracles (RE plan) -The Sermon on the Mount</p>
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
<p>Visitor's- Asking 'Why...' questions Posing questions for beginning of topics for children to research questions (enquiry based learning) Valuing every child's answers and responses. Open ended questioning and discussion 'I wonder why/how...' Use of outside natural environment</p>	<p>Y2- RE plan "God" Y1- God's creation (awe and wonder) Climate change and our responsibility to look after the world. Where natural materials come from and our responsibility to make sure they are always there. Questions posed in every lesson. Visitors – what will I be in the future? Discussions on contrasting faiths and beliefs. PSHE – Is it ok to have these feelings? Children's incidental questions.</p>	<p>Looking at sustainability (Summer term) questioning how we treat the world Science – animals and their habitats Visitors e.g. Salvation army, Hindu Workshop</p>	<p>Lord's Prayer (RE planning) -Driving force behind Victorians (Lord Shaftsbury etc.) Y5 History -Forces and Electricity (Y6 Science) -Darwin (Y6 Science)</p>
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.			
<p>Have the confidence to ask questions that have no answers or many answers.</p>	<p>Have a sense of enjoyment in devising and discussing questions that have no answer.</p>	<p>Understand what big questions are. Be able to explain imaginative responses to questions of meaning.</p>	<p>Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning.</p>

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Listening and responding to others respectfully.

Use imagination to interpret responses to big questions.

Begin to be able to use critical reasoning in responding to a big question

