



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

Hucknall National C of E Primary School

Spiritual, Moral,
Social and Cultural Policy
March 2024

Living “life in all its fullness” by ‘Growing
together in Learning, Love and Faith’



Spiritual Development

At Hucknall National C of E Primary our agreed definition of Spirituality is time to:

Pause



Live



Reflect



Pause and take time to Live in the moment then Reflect on the moment and what it means to you and how it fits into the bigger picture of life and the World.

According to Ofsted 2019, "Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences."

As a Church School Spiritual Development at Hucknall National C of E Primary goes further than this as it enriches and encourages the child's journey towards a discovery and deeper understanding of their 'inmost being', God our creator and the wonder of the environment around them. It goes beyond what a child can do and know and relates to the sort of person they are and are becoming.

Our view of this development is based on the findings in 'The Way Ahead Report', by the Church of England (2012):

"The Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. A distinctive language is provided for understanding life and interpreting human experience. As a community of faith, the Church school should, in its best expression, reflect the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and - perhaps most importantly - what we might be."

As a Church of England school, our spirituality is expressed through our understanding of the Christian gospel, rooted in the person of Jesus Christ. We fully respect that our pupils come from Christian families, from families of other faiths and from families of no faith, and that pupils will hold beliefs and values of their own. Our aim is to enable all our pupils to reflect deeply on what it means to be human and to ascribe meaning and value to human existence.

Our Spiritual Development Curriculum

By using research by Shahne Vickery on 'Recognising Spiritual Development in a Primary School Context' in the document: 'Spiritual Development Interpretations of spiritual development in the classroom' (The Church of England Education Office October 2019), we teach children the following 'Spiritual Capacities' using Bible references as a framework for interpreting these capacities from a Christian perspective. We have linked these capacities to our core Christian Values and Virtues to ensure Spirituality threads through all our learning and is meaningful for children in real terms.



Whilst we understand ‘Spiritual Experiences’ can often take place ‘in the moment’, we believe that by planning for such encounters we are able to provide our children with progressive experiences which help them to deepen their Spirituality, by having the opportunity to:

1. Pause and think about what they are doing and how they feel in the moment
2. Live by thinking about what it means to them personally – especially by reflecting on what Jesus would have done in the same situation
3. Reflect on the experience so that the experience has an impact upon them and shapes who they are

Spiritual Capacity	Bible Verse	What our children will learn
<p>be guided by their beliefs and values and be willing to take a stand to defend them</p> <p>Be Strong</p>	<p><i>Stand firm then, with the belt of truth buckled around your waist, with the breastplate of righteousness in place, and with your feet fitted with the readiness that comes from the gospel of peace.</i> Ephesians 6.14 & 15</p> <p><i>Think of all the hostility Jesus endured from sinful people; then you won't become weary and give up.</i> Hebrews 12. 3</p>	<p>Our children will learn that whilst full of love and compassion for the marginalised, Jesus was also uncompromising and courageous when he needed to be. Through a focus on Christian values and virtues such as courage, respect, perseverance and justice pupils will be given opportunities to reflect on their own developing beliefs and opinions. They will be able to hone their skills of advocacy, taking inspiration from other individuals past and present who, by standing up for their principles, have transformed society.</p>
<p>be self-aware and empathise with the experience of others in the school and wider community</p> <p>Be Self-Aware</p>	<p><i>So God created humankind in his own image, in the image of God he created them.</i> Genesis 1. 27</p> <p><i>Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you.</i> John 13. 14 & 15</p>	<p>Our children will experience the Bible's teaching that every person is made in the image of God and is loved unconditionally by him. Through a focus on Christian values and virtues such as compassion, friendship, dignity, service, justice and community they will be offered opportunities to imagine what it means to walk in the shoes of another, recognising their intrinsic value and acting toward them with the respect that stems from a deep awareness of their dignity as fellow human beings.</p>
<p>love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges</p> <p>Be Courageous</p>	<p><i>'Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'</i> Joshua 1. 9</p> <p><i>'Come to me, all you who are weary and burdened, and I will give you rest.'</i> Matthew 11. 28</p>	<p>Our children will observe/experience a range of different ways of praying and in so doing will understand that Christians can ask God for strength and courage in the face of any challenge that they might be experiencing. Through a focus on Christian values and virtues such as trust, perseverance, hope and peace they will develop a habit of reflecting on what they can learn through times of struggle as well as success.</p>
<p>exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder</p> <p>Be Amazed</p>	<p><i>When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is humankind that you are mindful of them, human beings that you care for them?</i> Psalm 8. 3&4</p> <p><i>I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.</i> Psalm 139. 14</p>	<p>Our children will learn about the Christian belief in a creator God and that, made in his likeness, each of us is believed to share that creative potential. Through a focus on Christian values and virtues such as generosity, joy, thankfulness, courage and hope children's innate capacity for wonder, imagination and creative exploration of the natural world will be stimulated and developed.</p>



<p>be intrigued by mystery and be open to an awareness of the transcendent in the whole of life</p> <p>Be intrigued</p>	<p><i>Just as you cannot understand the path of the wind or the mystery of a tiny baby growing in its mother's womb, so you cannot understand the activity of God, who does all things.</i></p> <p>Ecclesiastes 11. 5 <i>"My thoughts are nothing like your thoughts," says the Lord. "And my ways are far beyond anything you could imagine."</i></p> <p>Isaiah 55. 8 <i>Jesus took Peter, John and James up on a mountain to pray. And as he was praying, the appearance of his face was transformed, and his clothes became dazzling white.</i></p> <p>Luke 9. 28, 29</p>	<p>Our children, who begin school with a natural wisdom and wonder about creation, will be offered opportunities to understand the belief that God is at work in all that he has made. They will learn that love cannot be understood in purely rational terms and therefore will recognise the significance of mystery for many when thinking and speaking of God. Through a focus on Christian values and virtues such as joy, respect and dignity they will build a 'language' for appreciating the transcendent in the whole of life.</p>
<p>be comfortable with stillness and silence and open to engage in reflection/meditation/prayer</p> <p>Be Still</p>	<p><i>Be still and know that I am God.</i></p> <p>Psalm 46. 10 <i>Think about what I am saying. The Lord will help you understand all these things.</i></p> <p>2 Timothy 2. 7</p>	<p>Our children will be given opportunities to spend time in mindful reflection, meditation and prayer. They will become familiar with stilling strategies to help them cultivate an inner calm and to prepare for prayer. Through focusing on Christian values and virtues such as wisdom, hope, joy and peace, they will be invited to reflect on things in their experience that they find puzzling or intriguing as well as some of the big questions of life.</p>
<p>be ready to say sorry when mistakes are made, to forgive themselves and to forgive others</p> <p>Be Forgiving</p>	<p><i>The Lord is merciful and compassionate, slow to get angry and filled with unfailing love.</i></p> <p>Psalm 145. 8 <i>Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.</i></p> <p>Colossians 3. 13</p>	<p>Our children will learn that Christians believe that nothing is beyond the scope of God's forgiveness. They will be helped to appreciate that Christians believe that Jesus made forgiveness possible for all people through his sacrificial death and resurrection. Through a focus on Christian values and virtues such as hope, compassion, forgiveness and trust, children will begin to understand what is involved in offering forgiveness to others and also being able to accept forgiveness from others.</p>
<p>be willing to take risks and to reflect, learn and grow following experiences of failure as well as success</p> <p>Be Reflective</p>	<p><i>David replied, "The Lord who rescued me from the paw of the lion and the paw of the bear will rescue me from the hand of this Philistine."</i></p> <p>1 Samuel 17. 37 <i>Meanwhile, Zacchaeus stood before the Lord and said, "I will give half my wealth to the poor, Lord, and if I have cheated people on their taxes, I will give them back four times as much!"</i></p> <p>Luke 19. 8</p>	<p>Our children will reflect on the person of Jesus who took huge risks to ensure he completed his mission which at first appeared to be a complete failure yet ultimately was transformed into victory. Through a focus on Christian values and virtues such as courage, justice, hope, trust and truthfulness, they will consider what might be sufficient reasons for taking risks in the light of what they have learned from past experiences.</p>



<p>demonstrate curiosity and open mindedness when exploring life's big questions</p> <p>Be Wise</p>	<p><i>One day as Jesus was praying in private and the disciples were with Him, He questioned them: "Who do the people say I am?" They replied, "Some say John the Baptist; others say Elijah; and still others, that a prophet of old has arisen." "But what about you?" Jesus asked. "Who do you say I am?" Peter answered, "The Christ of God."</i></p> <p>Luke 9. 18-20</p>	<p>Our children will learn from Jesus' readiness to use questions to make people think, to challenge assumptions and enable them to come to their own conclusions. A focus on the Christian values and virtues of truth and wisdom will help children look below the surface and the superficial in order to reveal new possibilities and avoid jumping to conclusions.</p>
<p>appreciate and be thankful for what is good in life like friends and family, and show generosity towards other</p> <p>Be Thankful</p>	<p><i>Be thankful in all circumstances. 1 Thessalonians 5. 18</i></p> <p><i>Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver. 2 Corinthians 9. 7</i></p>	<p>Our children will have opportunities to reflect on all that is good in life and appreciate the Christian belief that this as God's 'gift' rather than their entitlement. Through a focus on Christian values and virtues such as thankfulness, generosity, justice, community and service they will better learn to appreciate what they have. They will grow in their understanding that for many millions of people in the world life is a struggle, and will engage with issues of justice, poverty and the environment.</p>

In order to achieve this deeper level of Spirituality we have created a 'Spiritual Development Planning Document' so we can ensure each of the Capacities is taught appropriately at different age groups and also to make certain the children have had enough opportunity to reflect and respond so they actually learn from these experiences long-term.

Spirituality and Mental Health

At Hucknall National we believe looking after the Mental Health of all of our community is essential and we understand the role Spirituality can have in this.

Extract from the Mental Health and Wellbeing Guidance; Advice for Schools and SIAMS Inspectors 2018

"The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death.'

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this. Schools would also benefit from building relationships with the religious leaders in their community."

The strong relationship we have made with our local church means we are quick to find support where needed for our pupils or colleagues who need help at critical points in their life. Our Child and Family Support Worker also plays a key role in supporting our school community when needed. See our Mental Health and Wellbeing Policy for additional information.



Monitoring and Evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Evidence from pupils' work,
- Evidence from Collective Worship
- Regular inclusion in the school's evaluation;
- CPD opportunities and sharing examples of good practice with other schools.



Moral Development

Moral development at Hucknall National C of E Primary School allows pupils opportunities to explore issues from a wide range of viewpoints but underpinning all investigation, discussion, reflection and evaluation are the teachings of Jesus Christ, offering pupils a foundation stone on which to build their lives. The voice of Christianity is heard clearly throughout.

We support our children to acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. Consequently, they are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

“Since you are my rock and my fortress, for the sake of your name lead and guide me”
Psalm 31:2-4

In our school we think that it involves;

- Right and wrong
- Behaviour and attitudes
- Being able to recognise expectations
- Rights and responsibilities
- Respect for each other
- Choice between good and bad
- Justice and being fair
- Consequences
- Showing that you're sorry
- Forgiveness
- Following rules and routines
- Interdependence of others
- Motivation

The school...	Pupils are developing...	Across the curriculum pupils...
<ul style="list-style-type: none"> • Has agreed six values which are memorable and support good behaviour • Has agreed a Behaviour Blueprint • Has a School Parliament that meets regularly and reports back to other pupils in classes • Has Courageous Advocates who stand up for what is right • Ensures issues are taught and discussed during lessons • Has given priority to teaching about environmental issues • Has given priority to teaching about global issues • Has given priority to teaching that is inclusive to all and celebrates and values individual differences and diversity 	<ul style="list-style-type: none"> • An understanding of their responsibilities • An understanding of right and wrong • Respect for each other, their school and their community • An awareness of how their behaviour affects others • An understanding of consequences • An understanding of the school values • Motivation to follow role models 	<ul style="list-style-type: none"> • Are encouraged to develop independence in learning and playing • Have Circle time /PSHE to discuss issues • Have speaking and listening opportunities • Explore right and wrong through RE and PSHE • Learn to work together in PE and games and special projects • Enjoy rewards • Participate in special projects or teams: Sports Ambassadors • Be responsible for leading our school and being 'upstanders'; School Parliament, , Advocates of Change; Mental Health Ambassadors; Eco Club, Anti-bullying Ambassadors



Social Development

At Hucknall National C of E Primary School Development involves our children acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. The children display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. In our school we develop children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

“May the Lord make your love increase and overflow for each other and for everyone else” - 1 Thessalonians 3: 11-12

In our school we think that it involves;

- Understanding self and others
- Understanding and controlling our own emotions
- Community membership
- Acceptance of difference
- Rights, responsibilities and aspirations
- Respect for self and others
- Appropriate behaviour, accepting social conventions
- Friendship, working with others, sharing and caring
- Manners, taking turns, tolerance and communication
- Talking, listening and cooperation

The school...	Pupils are developing...	Across the curriculum pupils...
<ul style="list-style-type: none"> • Has an agreed Behaviour Blueprint • Has agreed 6 values that are taught through Worship themes and across our curriculum • Has a School Parliament each year that meets regularly and reports back to other pupils • Has a partnership with The King's Village in Ghana • Encourages children to be 'upstanders' by having Courageous Advocates in every class • Values pupil responsibility • Has links with the wider community eg other schools, the church, Rolls Royce and other local businesses • Provides an enriched curriculum including special assemblies, termly performances residential visits in Years 4-6 and day visits for every year group. Yoga, Forest Schools and Lacrosse. • Partners with other organisations to provide; <ul style="list-style-type: none"> ○ Fire safety (Fire Service) ○ Tram safety (PCSOs) ○ First aid (St John Ambulance) ○ DAaRT • Teaches Sex and Relationships education age appropriately through 'Big Talk Education' • Has a PSHE curriculum which focuses on healthy relationships • Has anti-bullying ambassadors in every class • Celebrates anti-bullying week • Uses Social Stories and high quality texts to explore issues 	<ul style="list-style-type: none"> • A sense of responsibility and belonging to the school community • An understanding of taking responsibility for themselves • Independence • Respect for all ages • An understanding of how to be a member of the school community • Motivation • Positive behaviour • Good manners • Caring for other people and things • An ability to follow instructions • An understanding of their rights and responsibilities • Resilience in social settings 	<ul style="list-style-type: none"> • Learn to work cooperatively in different groupings, eg EYFS/Y4 buddies • Take on leadership roles and responsibilities e.g. Worship Leaders • Learn through and experience; <ul style="list-style-type: none"> ○ Circle time/PSHE discussions ○ After school clubs ○ Class assemblies and productions ○ Visits and visitors ○ Activities with a variety of adults in school including parent and other helpers, peripatetic teachers ○ Special projects such as Science week, national celebrations, charity events, FANS events ○ School Parliament ○ Connecting with our sponsored child at the King's Village, Ghana ○ Fundraising activities, Comic & Sport Relief, Race for Life, Children in Need



Cultural Development

The Cultural Development involves the children at Hucknall National C of E Primary acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. We enable them to acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. This enables them to develop an understanding of Christianity as a worldwide multi-cultural faith and appreciation of the diversity of beliefs and cultures across the world. At Hucknall National CofE Primary School we ensure that through our school values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We have a duty to prepare our children for life in modern Britain and to keep them safe. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded. Our daily collective worship upholds the Christian values of forgiveness, trust, hope, respect, thankfulness, and love.

“There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus” Galatians 3:28

In our school we think that it involves;

Learning about others and accepting other traditions and celebrations

Developing an awareness of one’s own culture and transition and change in it

Tolerance and Respect

Valuing others

Adaptation

Accepting similarities and differences and celebrating these

Openness to other beliefs and cultural differences

The school...	Pupils are developing...	Across the curriculum pupils...
<ul style="list-style-type: none"> • Places strong emphasis on being part of the wider Christian family including St Mary Magdalene’s Church, Southwell and Nottingham Diocese, the National Society and ‘The King’s Village’ Ghana • Places a strong emphasis on links with the town of Hucknall through community involvement; eg Christmas tree festival, library, Rolls Royce, local shops, National Family of schools • Promotes global links through school partnership with The King’s Village, charity involvement, (eg Comic Relief, Operation Christmas Child) • Includes the life and work of significant people today and in the past, locally, nationally and internationally during Collective Worship and RE • Works together on joint projects or themed days; Science Week, Olympics, Sports days, National Celebrations, charity events, Christmas Party Day, The National Readathon, Transition Project • Learns about Protected Characteristics through the Celebrating Differences Project • Ensures children are taught about other faiths and cultures whilst ensuring majority Christianity is taught; including Christianity across the world and Courageous Advocacy eg The King’s Village • Ensures children visit and compare places of worship from different religions 	<ul style="list-style-type: none"> • A sense of belonging and place • Tolerance • Understanding of others • Understanding of differences and similarities • A sense of education being a privilege • A sense of recognising justice and equality around the world • An understanding of how people around the world have changed things and how they can make difference in the world 	<ul style="list-style-type: none"> • Experience an enriched curriculum including; <ul style="list-style-type: none"> ○ Celebration of festivals eg Chinese New Year, Diwali ○ Learning French ○ Workshops including visits and visitors, food tasting, handling artefacts ○ Residential visits to compare and contrast locations (Y5 York) ○ Study of other countries and cultures throughout the school ○ Holocaust Memorial Centre in Y6 ○ Instrumental music ○ Young Voices and choir performances ○ Taking responsibility for their own learning through homework research projects ○ Learn how they can make a difference to the world



Monitoring and Review

The Foundation Governors monitor the implementation of Moral, Social and Cultural Development during their visits. This will be through monitoring of worship, RE lessons and Learning Walks, with the RE Leader and Head Teacher. Governors report their observations to governors. The work of the subject leader is also subject to review by the Head teacher as part of our Appraisal arrangements.

