


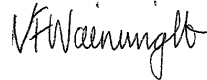




St Mary Magdalene C of E School  
with  
Christ Church C of E Primary School

# ETHOS POLICIES

	First Written	Summer 2019	
	Reviewed and updated	Autumn 2025	
	Review	Autumn 2026	
	Approved by	Mr Elliott	Mrs J Eastaugh
		Co-Chairs of Governors	
			
		Mrs C Harrison	Mrs V Wainwright
		Federation Co-Headteachers	
			

“Do unto others, as you would have them do unto you.”  
Luke 6:31



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

## Introduction

We have created a suite of policies which describe in detail how we live out our Vision Statement resulting in our strong Christian ethos which permeates every aspect of our day to day practice. The Vision Statement was written by a working party of staff and governors who brought together ideas and our community's core values through a series of workshops with staff, our pupil faith teams, governors and consultation with parents.

In the Koinonia Federation R.E. is a core subject and pupils acquire profound understanding of Christianity while gaining a mature perspective on other major faiths.

Our pupils' understanding of Christian beliefs is significantly enhanced by adept comparison with those of other faiths, as innovative use is made of the locally agreed and Diocesan schemes of study.

As a Federation we regularly revisit guidance and teaching in key documents from the Church of England including The Church of England Vision for Education and Valuing All God's Children.

## Contents

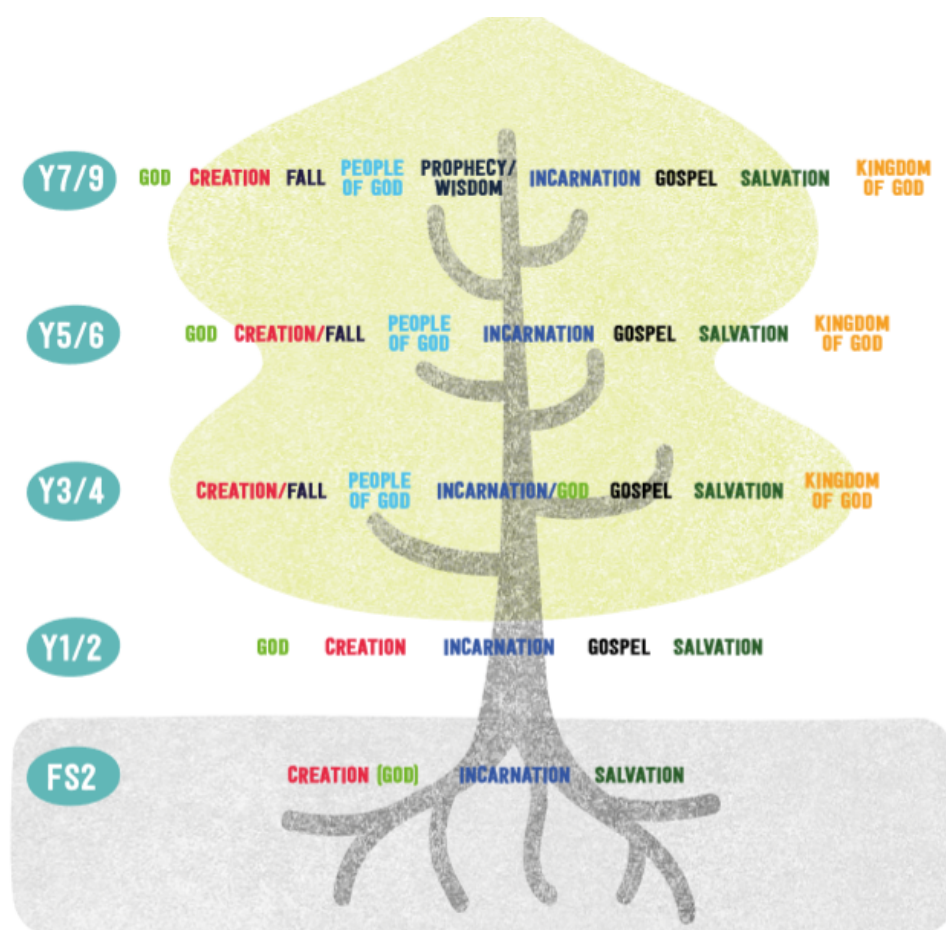
Vision and Introduction	Page 2
Religious Education Policy	Page 4
Collective Worship Policy	Page 11
Spirituality Statement	Page 18
Spiritual, Moral, Social and Cultural Education Policy	Page 20
British Values	Page 24



**St Mary Magdalene C of E School  
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# RELIGIOUS EDUCATION POLICY

THIS POLICY WAS	Reviewed in	Summer 2025
	Next review	Summer 2026



“Wonder is the desire for knowledge.” Saint Thomas Aquinas (ST I-II, 32, viii)

The vision for Religious Education is to enable and challenge students to flourish as loving and thinking human beings in their communities and the wider world. For this reason, we not only promote a rigorously academic curriculum but also foster students’ curiosity and ability to question critically and think deeply beyond the confines of exam-based specifications and curricula.

At Koinonia Federation schools, Religious Education (which is also referred to as Religious Studies in the secondary phase) is regarded as one of the core subjects we teach and plays a major role in shaping our school ethos, where everyone is valued across our diverse community. Within the context of our church school, RE plays an important role in our mission

to foster and nurture the Christian faith and ethos of the Church of England. Not only does the teaching and learning in RE help pupils learn about and from Christ, but it also helps develop positive attitudes towards other people and the beliefs they hold.

Our measure of success is not just the 'outstanding' progress of students during their time with us, verified by their success in GCSE examinations or end-of-key-stage assessments, but also that students are loving and thinking beings who go and 'live life to the full' (John 10:10).

## AIMS

We aim to give pupils a firm foundation of knowledge and understanding of Christianity while introducing them to other religions and those represented in the local community. Through our teaching and learning about Religious Education, we aim to help pupils:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values, as well as enhancing their moral, social and cultural development
- *Develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth*
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.

## THE CURRICULUM

Across the Koinonia Federation schools and phases our Religious Education syllabus is based upon three documents:

- 1- SDBE – New Diocesan Syllabus for Religious Education
- 2- RE Today – 'Understanding Christianity'
- 3- Royal Greenwich Agreed Syllabus for Religious Education

Our spiral curriculum ensures there is coverage which is based on these three documents across our all through Federation. In our Federation, this is through the delivery of the units from Royal Greenwich Agreed Syllabus for Religious Education in Key Stage 3 and the delivery of the half-termly units from the new SDBE syllabus supported by 'Understanding Christianity'.

This ensures our pupils will acquire and apply knowledge and understanding of:

- Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.

- How these religions influence individuals, communities, society and the world.

The Foundation Stage will learn through broad topics such as: 'Who am I' and Where do I belong', 'What can we learn from the stories of Jesus?' and Festivals. These will relate closely to their own experiences of religion.

In Key Stage One in addition to Christianity pupils will study Judaism and Islam.

In Key Stage Two, as well as Christianity, pupils will study Buddhism, Hinduism, Islam, Judaism, Sikhism and non-religious world views.

The new SDBE syllabus enables pupils to encounter core concepts in religion and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. Their teaching and learning approach also has three disciplinary lenses or 'ways of knowing' (believing, thinking, living), which are woven together as golden threads to provide breadth and balance withing teaching and learning about religions and beliefs, underpinning the aims of RE:

Believing- relating to theological approaches

Thinking- relating to more philosophical approaches

Living- relating to sociological approaches

Teaching and learning in the classroom encompass all three elements, allowing for overlap between elements which fit with the religion, concept and question being explored (SDBE New Diocesan Syllabus 2024).

In Key Stage 3, our school has developed its own curriculum which follows key recommendations of the Greenwich Local Agreed Syllabus and has selected the following religions and worldviews for focused study: Buddhism, Hinduism, Islam, Judaism and Sikhism, Secularism and post-modernism. However, 50% of the curriculum is devoted to the study of Christianity through 'Understanding Christianity'. This is delivered through both discrete and overt units and themes.

In Key Stage 4, the courses are:

AQA Religious Studies GCSE Route A<sup>1</sup>:

Component 1 Study of Christianity and Islam (1hr 45min written exam from Summer 2022)

Component 2 Thematic Studies (from Christian Perspective and non-religious perspective) (2-hour written exam from Summer 2022)

All students sit the AQA GCSE in Religious Studies, focusing on Christianity and Islam, along with religious responses to ethical themes.

In Key Stage 5, the courses are:

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<sup>1</sup> <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

## KS5 OCR Religious Studies A-Level H573

Only the full A-level course will be taught, with no further AS examinations taking place:

Component 1: Philosophy of Religion – 2-hour examination (2023)

Component 2: Religion and Ethics – 2-hour examination (2023)

Component 3: Developments in Christian Thought – 2-hour examination (2023)<sup>2</sup>

Reflection week changes next year, all KS5 Core RE students will attend a "Faith and Reason" session every other week.

The core Religious Education entitlement for all students at KS5 is delivered through bi-weekly sessions titled 'Faith and reason'. The curriculum for this is 50% Christianity accompanied with ethical and philosophical themes so students are equipped with a broader understanding of Christian theology and its relation to society.

### SKILLS AND ATTITUDES

Pupils will be encouraged to develop attitudes, knowledge and skills which will promote their spiritual development (as set out in our SMSC policy attached) and enable them to approach the subject with sensitivity. As pupils explore the beliefs and practices of their own faith and those of others, there should be opportunities for reflection upon their own attitudes, beliefs and experiences.

### TEACHING METHODS

Teachers will deploy a range of teaching methods when delivering the RE curriculum. Where possible, lessons will be as creative and inspirational as possible to engage the pupils and therefore aid their progression in the subject. Visits to places of worship will be included in appropriate units, and visitors will be invited to speak to pupils about their faith experiences.

### INCLUSION

In delivering the RE curriculum teachers will ensure lessons are inclusive through:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- over-coming potential barriers to learning and assessment for individuals and groups of pupils.
- Ensuring that lessons do not allow for inappropriate use of religious teaching or texts as a basis for HBT bullying – this includes the range of Christian views and perspectives of world religions.

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<sup>2</sup> <https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/specification-at-a-glance/>



### TIME ALLOCATION

RE should be allocated, per week, at least 1 hour at Key Stage One and 1 hour 15 minutes at Key Stage Two. This should be as one or two stand-alone lessons.

Year 7 – 11 receive 2 hours of RE per week. Students begin their GCSE in RS in Year 10.

For those who choose to study Religious Studies at KS5 (A-level), students have 5 hours of RS lessons per week.

Additionally, RE will be delivered to the whole 6<sup>th</sup> form bi-weekly through our Faith and Reason sessions as part of their entitlement in line with the Statement of Entitlement and the RBG agreed syllabus.

### RESOURCES AND CLASSROOM ENVIRONMENT

There is a range of resources available to teachers to deliver Religious Education in an exciting and effective way. It is important that pupils are introduced to the sacred artefacts of the faiths. Pupils will be taught how to treat texts and artefacts with care, sensitivity and respect.

In the primary phase, there is an RE display in every classroom which reflects the current topics being taught. Each classroom has a reflection area/ prayer space for class or individual use. There is a prayer space for the whole school community to use, located in a communal area. Where there are prayer boxes, they are emptied by a member of staff and the prayers are often read out in school Collective Worship.

In the secondary phase, there are dedicated RS classrooms with appropriate displays for the current topic. In addition, the Chapel can be used by individuals or groups during lesson time as well as before and after school and during break and lunch time.

### MONITORING

In the primary phase the plans will be monitored termly by the Federation Spiritual and Cultural-Leader for Primary alongside other SLT members. Books are scrutinised once a term to monitor pupils' attainment and progress.

In the secondary phase the plans will be monitored by Vice Principal and the Assistant Principal for Curriculum. Books are scrutinised in line with the secondary QA cycle – typically once a term, to monitor students' attainment and progress.

There will be lesson observations linked to the whole federation cycle of monitoring and our teacher appraisal cycle.

The Governors Ethos Committee carries out Ethos Walks, lesson and collective worship observations. The committee also reviews the data from across the key stages and considers the scheme of work for each phase.

#### ASSESSMENT and REPORTING- PRIMARY PHASE

Assessment is carried out termly. Teachers will choose a task which they are able to assess the pupils understanding of the three disciplinary lenses within that particular unit of learning. In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding through believing (theological), living (sociological) and thinking (philosophical) approaches to learning, reflected in the end of key stage expectations and within units of work.

Pupil outcomes are then judged as to whether they have achieved the outcomes, excelled or have fallen below expectations. This information will be used by teachers to inform their planning, and by the Spiritual and Cultural Federation Leader to ensure progression and continuity in teaching and learning through the school.

Parents will be informed of their child's attainment in RE in the pupil's Annual Report sent out in July.

#### ASSESSMENT and REPORTING- SECONDARY PHASE

Assessment is carried out termly and in line with the guidance from the SDBE. Assessment frameworks will be used by the RS teaching team to inform their planning, and by the Assistant Principal for Curriculum, overseen by the Vice Principal , to ensure progression and continuity in teaching and learning through the school.

In our secondary phase, parents will be informed of their child's attainment in RS each term on the report that is sent home.

#### PARENTAL RIGHT OF WITHDRAWAL

We do not encourage withdrawal from Religious Education lessons; however, parents have a right to do so if they wish. To support parents/ carers in making a decision about this we have a leaflet which explains our Christian Distinctiveness, Ethos and how we teach RE.

Parents do not need to explain their reasons for seeking withdrawal but to avoid misunderstanding the Headteachers will arrange a meeting to help clarify with any parent wanting to withdraw:

- the religious issues about which the parent would object their child being taught
- the practical implications of withdrawal
- the circumstances in which it would be reasonable to accommodate parents' wishes
- if a parent will require any advanced notice of such issue in the future and if so, how much

Parents should confirm their decision in writing. A member of the Leadership Team will contact the parents to discuss their request. Any withdrawals from Religious Education lessons are reviewed on an annual



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# COLLECTIVE WORSHIP POLICY

THIS POLICY WAS	Reviewed and updated in	Summer 2025
	Next review	Summer 2026

### Mission Statement

One of the main aims of our Vision Statement is 'To celebrate our Christian ethos and serve from our hearts with joy and compassion.' We aim for our collective worship to reflect the distinctive nature of our Church of England Status and to reflect the Christian principles on which the Federation was established. Worship is a central part of our schools life. Each day there are opportunities to gather together for a time of reflection and worship. It is an opportunity to encounter faith by engaging in conversations about Faith, both as individuals and together. These times are planned to allow time for that intimacy which the Federation ethos engenders and to ensure that they are inclusive, invitational and inspiring. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith or belief. Our aim is to allow our school communities to gather together to focus on the glory of God and His creation where all children and families feel safe, valued and cared for. We recognise that Collective Worship is a major contributor to the spiritual and moral development of pupils, which is a prime goal of education. We use The Church of England document 'Collective Worship in Church of England Schools' 2021 as guidance when planning, delivering, monitoring and reviewing our collective worship. It is reference in this policy on italics.

### Legal Requirements

In this school, as with all Voluntary Aided Schools, responsibility for ensuring that appropriate Collective Worship takes place rests with the Governing Body after consultation with the Executive Co-Headteachers. We acknowledge all schools must provide daily collective worship for all registered pupils (apart from those who have been withdrawn from this by their parents) and as a Church of England school build on the rich, lived diversity of Anglican tradition and identity. This may be provided within daily assembly but the distinction between Collective Worship and assembly should be made clear. (They may sometimes form part of the same gathering, but the difference between the two will always be made clear. It can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.)

### The Nature of Collective Worship

We believe that Christian worship in a Church of England school is concerned with giving glory, honour, praise and thanks to God and taking time to develop our own sense of awe and wonder about the world and the people in it. Worship in this school is more than just a legal requirement, it is the heartbeat of the school. It is an integral part of school life and central to our Christian and Church of England tradition.

### The Aims of Collective Worship

We believe that Collective Worship in our schools aims to provide opportunity for all pupils and staff, within a reflective and significant atmosphere, to:

- Explore our Federation vision and how it underpins shared values and virtues.
- Express praise and thanksgiving to God
- Reflect on the attributes of God and the teachings of Christ
- Experience a sense of belonging and develop community spirit
- Share each others joys and challenges

- Enable all members of the school community to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist.
- Foster respect and unity
- Offer an opportunity, without compulsion, to all pupils and adults to grow spiritually.
- Ensures the continual provision of a cycle of values which tell the inclusive story of God's love, grace and welcome for all

#### Organisation and Planning of Collective Worship within the Koinonia Federation:

Collective Worship is a planned activity. Each term the Co-Headteachers, along with other key staff and clergy plan a programme of Collective Worship.

In the primary phase, Collective Worship will be in the school hall, as a whole school everyday. (On the rare occasions when it is not possible for this to take place there will be collective worship within each classroom.) Within the secondary phase, Collective Worship may also take place in other locations, including the Lecture Theatre, Sports Hall or classrooms.

#### PRIMARY COLLECTIVE WORSHIP:

Day	Type of worship	Led by
Monday	Linked to current theme	A member of leadership team
Tuesday	Linked to the event of the week	Class teachers
Wednesday	Worship through song	Teachers/ Spiritual and Cultural Leads
Thursday	Visitor, Class, School Council or Faith Team	Visitor, Class, School Council, or Faith Team
Friday	Celebration worship	House Captains and Senior Leadership

#### SECONDARY COLLECTIVE WORSHIP:

There is a rota shared every week for each year group in the secondary phase.

Every week each year group has:

- Family Group Collective Worship
- Leadership Worship
- Head of Year Worship or a Visitor (Clergy) Worship

This is in addition to the above there are two shorter reflection and prayer worship which takes place in Family Group Time.

Collective Worship is planned:

- following the values that we have chosen to focus on for the academic year
- including Church of England liturgy and reference to the Bible, Jesus' teaching and the Trinity.
- with reference to the Church's seasons, significant dates and the curriculum. Scripture is often used as a focus in acts of worship
- involving consultation with appropriate parties and reference to school aims and policies
- with flexibility to respond to changing situations within the school and the wider community
- to develop pupils' skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way.

There are set themes and a memory verse for each term. Within each term there is a value from our vision statement for each half term. Alongside these themes we celebrate significant events across the year which tie in with these themes and support our SMSC and Personal Development offer.

## COLLECTIVE WORSHIP THEMES – Autumn 2025 – Summer 2026

<p>AUTUMN</p> <p>Theme: Flourishing Value: Resilience</p>	<p>John 10:10 I have come that you might live in all its abundance.</p>
<p>SPRING</p> <p>Theme: Treated Well Value: Respect</p>	<p>Luke 6:31 Treat others just as you want to be treated. Or: Do unto others, as you would have them do unto you.</p>
<p>SUMMER</p> <p>Theme: Justice and Responsibility Value: Responsibility</p>	<p>Micah 6:8 The Lord God has told us what is right and what he demands: See justice be done, let mercy be your first concern, and humbly obey your God.</p>

As well as Collective Worship in school there are occasions when it is held in either each Campus' local parish church, when the school will celebrate significant times in the Church Year (eg. Harvest, Christmas, Easter) and other special events for the school (eg. Leavers). Annual services attended by pupils at Southwark Cathedral are the Year 6 Leavers Service and the Bishop's Lent Call.

#### Prayers throughout the day

At primary as well as daily Collective Worship pupils say or sing Grace before leaving their classrooms for lunchtime.

At the end of the day each class will say a prayer before leaving for home.  
(Classes either have a prayer book or prayer board from which to choose their prayers.)

In the primary phase, there are Prayer spaces in communal spaces which can be used as a focus for worship for individuals or groups to use. In the prayer space there is a Prayer Box in which pupils can place prayers to be read in our Friday Celebration collective worship.

In the secondary phase, the Chapel is based prominently on the ground floor. It is used as a focus for worship and prayer for individuals and groups, with a variety of resources changing seasonally and organised by the Chaplain. Family groups have a display board on which prayers can also be displayed.

#### Routines and Rituals

Our worship across the phases uses a number of routines and rituals to enhance the experience for all and make a distinction between other aspects of school life. The Anglican church calls this liturgy and is part of the way we experience worship.

These include:

Gather- we welcome the community with music, opening words of welcome and the lighting of a candle

Engage- we share a bible verse or reading, followed by an activity to engage pupils with the Christian message

Respond- pupils discuss questions and issues, share their thoughts or ideas, reflect, pray and sing

Send- we share the key message/s of the worship again and ask pupils to think about how it will affect their day/ learning/ behaviour/ life.

Close- we close with liturgy, final prayer or music and the blowing out of our candle/s

As a Federation we use our Federation Prayer as part of our liturgy, along with prayers and the Lord's Prayer, and spoken calls and responses provided by the Church of England Common Worship material. As a Fellowship we also encourage our students to write prayers for use in Collective Worship and Services.

### Developing Worship

In our Federation we encourage a wide range of stakeholders (from pupils, staff, Governors and visitors) to engage in the planning, leading and evaluation of collective worship in ways that improve practice.

To support those who plan and deliver worship we offer a range of CPD opportunities to support those who lead collective worship, from input to support ECTs and class teacher as well as senior leaders and the Federation chaplain. Training is provided in house within the Federation as well as by organisations such as the SDBE and NSLN. Our Chaplain as well as providing sessions on leading worship is also available to discuss issues arising from leading worship. The materials produced for staff include notes and explanations to enable relevant discussions and reflection during worship. Our Chaplain also leads worship for staff during INSET days which provides examples of good practice.

We regularly evaluate our schools' provision of worship to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship. Evaluation is through pupil interviews, observations and staff feedback. Provision is also monitored to ensure it meets Federation guidelines and any statutory requirements.

The governors on the Ethos Committee also observe collective worship, interview key stakeholders and take part in an Ethos Walk at least once a year.

### Clergy and Visiting Speakers Worship

We actively encourage local church community partnerships to support our schools effectively in developing our collective worship provision. We regularly invite local clergy and visiting speakers to come and lead worship for our pupils. Before being invited, school staff and our Chaplain carefully consider their suitability and the relevance of their visit for our students.

Those from outside agencies and church groups invited into our schools are briefed about our settings, pupil contexts and our Federation vision. We do not invite those whose values do not reflect our desire to offer inclusive and invitational worship.

### Policy Monitoring and Review

This policy is monitored by the Ethos Committee annually. The Foundation Governors and Ethos Committee in particular play a most important role in reviewing practice using information gathered during monitoring and quality assurance activities.

### Parental Right of Withdrawal

Collective worship is regarded as a special time in the school day and where we gather in fellowship as part of our wider Federation family. Reflecting our ethos as a Church of England Federation our collective worship is an inclusive opportunity which invites those of all faiths and none to be present with respect.



We understand there may be those who are uncomfortable to enter through our open door of worship in our Federation and so we respect the right of withdrawal from collective worship for those parents or pupils (in Sixth Form) who wish to exercise this option. We do not encourage anyone to withdrawal from collective worship and to support parents/ carers in making a decision we welcome a discussion with them. A member of the Leadership Team will contact the parents/ Sixth Former to discuss their request.

Parents/ Sixth Formers do not need to explain their reasons for seeking withdrawal but must confirm their decision in writing. Any withdrawals from Collective Worship are reviewed on an annual basis.

## Spiritual Development with the Koinonia Federation

### How do we consider the Spiritual Lives of those within our community and through our Curriculum?

As a Federation within the Church of England schools, we strive for our students to be happy, courageous, resilient, motivated, with a life-long love of learning, fully equipped to make a positive contribution. Our vision is lived out through our three key values of Family, Fellowship and Faith.

Underpinning these values is our Christian faith and the understanding that we value the Spiritual development of all our community. *It involves each of us knowing who God is, understanding ourselves, relating well to others, appreciating the beauty of the world and reflecting on the deeper meaning of life.*

Spirituality, for us, is about *finding meaning and purpose in life. It can involve exploring beliefs, seeking personal growth and getting a sense of connection with something bigger than ourselves. It is about having the freedom to ask the big questions. It is about finding connection through beliefs, practices or experiences and maybe finding some sense of peace within ourselves.*

As our *spiritual lives are an ongoing reflective journey, throughout our curriculum and our daily lives within our Federation ethos, we learn that through curiosity, reflection, awe and wonder, we may learn to live lives full of meaning and purpose.* Spirituality can allow us all to develop feelings of love and compassion for all. We encourage age appropriate questioning which deepens the students' knowledge, experiences, understanding and responses.

As a Christian community we use our faith in God to discover *how it feels to be connected to the Creator and His Creation.* We explore the ideas of *belonging and purpose, relationships, value and worth* through the Bible and the nature of God: Father, Son and Holy Spirit. *It can involve finding small moments that make life worth living, or through learning, nature or religious practices that we discover something bigger than ourselves.* For some that will be a loving, caring God that sent His Son into the world to bring us salvation, to show us joy and compassion, how to grow in confidence, and to show care and respect for all within a diverse community.

*"God is spirit, and his worshipers must worship in Spirit and in truth."* John 4 24  
As God is spiritual, we who have been made in the image of God are also spiritual.

Biblical spirituality means to be born of God, to be changed by the grace of Jesus Christ, surrendered and obedient to Him, living according to His Word and consequently empowered by the Spirit to help others find life in the Son.

As a staff body, we offer this understanding of spirituality and spiritual development to our community. We model exploring spirituality whilst being offered opportunities ourselves to deepen our own level of understanding. *It encourages everyone to flourish as we hope to contribute to the flourishing of others within our schools and in the world around us.* We believe that this strengthens us as a Federation family as we grow in faith and spirituality.

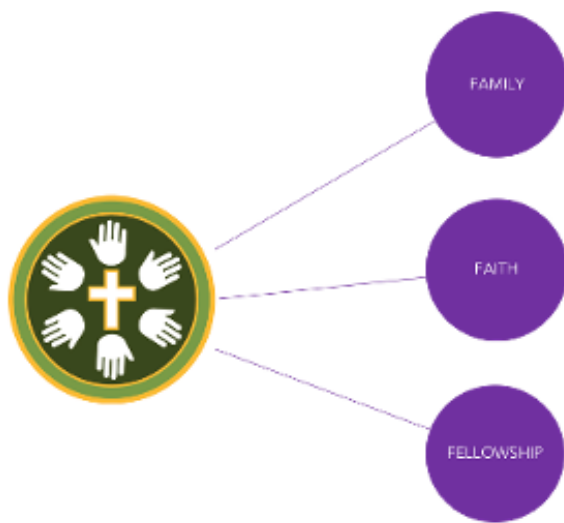
Koinonia Federation Summer 2025

(Quotes from our whole staff consultation are presented in *italics* within this statement.)

## Spiritual Development with the Koinonia Federation

We emphasise the spiritual development of all members of our community, rooted in Christian values of **Family, Fellowship, and Faith**. Spirituality is seen as a journey of reflection, connection, and purpose—encouraging curiosity, awe, and compassion. The curriculum fosters exploration of beliefs and big life questions, aiming to help students understand themselves, relate to others, and connect with something greater.

“God is spirit, and his worshipers must worship in Spirit and in truth.” *John 4 24*



Staff model and support spiritual growth, contributing to the flourishing of individuals and the wider community, while growing together in faith and understanding. The whole community grows stronger—just as a family does.

As a Christian community, spirituality is grounded in biblical teachings and the nature of God (Father, Son, and Holy Spirit), helping all to find meaning, value, and belonging.

United we share the message of God's love and explore together what it means to live and work together with faith, hope, and compassion in a diverse world.



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# SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

THIS POLICY WAS:	Reviewed and updated in	Autumn 2025
	Next Update	Autumn 2026

The Koinonia Federation recognise that the personal development of pupils, spiritually, morally, socially and culturally, (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

### AIMS AND EXPECTATIONS

In providing the SMSC development of pupils we aim to:

- Ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- Have an understanding that the SMSC development of pupils will make an active contribution towards the federation's Christian character and its Church of England foundations.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### GUIDELINES

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. They should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.

Christian spirituality, Christian values and principles will be explored in all curriculum areas, especially in RE/ RS and Collective Worship, and the integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing (Christian) love and respect for pupils and their families. The school community will be a place where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

### Spiritual Development

As a federation we aim to provide learning opportunities that will enable pupils to:

- Reflect on, consider and celebrate the wonders and mysteries of life.
- Consider how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.

### Moral Development

As a federation we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Engage in issues of truth, justice and trust.
- Show respect for the environment.
- Make informed and independent judgements.

### Social Development

As a federation we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Form and maintain worthwhile and satisfying relationships.
- Learn about service in the school and wider community.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

### Cultural Development

As a federation we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop cultural understanding through encounters with people, literature, the creative and expressive arts, and resources from different cultures.

### Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Class discussions and circle time will also give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc.

### Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans, teaching and learning and showcase books
- Pupil voice
- Regular discussion at staff and governors' meetings
- Reviews of policies and Schemes of Work by leaders and the Governors Ethos Committee.
- Observations of classroom work and practice.

### Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in our Vision Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us



**St Mary Magdalene C of E School  
with  
Christ Church C of E Primary School**

# BRITISH VALUES

THIS POLICY WAS:	Reviewed in	Summer 2025
	Next Review	Summer 2026



## BRITISH VALUES

Within our Federation of schools we promote the fundamental British values (as defined by the DfE). These are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We do this within the context of our Christian values, our school vision and our aim to develop the whole child and their character including their spiritual, moral, social and cultural development.

These values sit alongside our Equal Opportunities Policy and our Equalities Objectives.

Our British values policy can be summed up in the New Commandment Jesus gives His disciples: "My command is this: Love each other as I have loved you." *John 15:12*

### Democracy

*'Now I appeal to you, brothers and sisters, by the name of our Lord Jesus Christ, that all of you be in agreement and that there be no divisions among you, but that you be united in the same mind and the same purpose.'* 1 Corinthians 1:10

*Vision: God gave humanity free-will and responsibility to safeguard and nurture the world around us. We joyfully encourage communication and problem-solving skills in order for our children, young people and staff can work together to benefit the school.*

In our Federation, democracy is taught explicitly during Collective Worship, Philosophy and Social Sciences lessons and class-based PSHE sessions. Learning about the development of democracy also forms a part of the History curriculum and as such is taught in our secondary project lessons.

Each primary campus has a School Council made up of two representatives from each class, who are voted in each year by their peers. Pupils take part in election processes to select representatives for the School Council. Those on the School Council are given the opportunity to share pupils' views with the school leadership team and the governors. They are also involved in decision making in the school through a democratic process, gaining an understanding that a place on the school council comes with the responsibility of representing their peers' needs and interests and not just their own. At the secondary phase, we have a Prefect system with Year 11 students taking on leadership roles within the school. These students are also elected by their peers and members of staff.

In both the primary and secondary phases, we have Pupil Faith Teams, a House System with elected House Captains and Vice Captains, secondary phase Sports Reps, and a range of other student voice opportunities.

### The Rule of Law

*'And this is love, that we walk according to Jesus' commandments; this is the commandment just as you have heard it from the beginning—you must walk in it.'*

2 John 1:6

*Vision: Jesus did not come to abolish the law but to fulfil it. We are called to live abundant lives with the values Jesus shows us in the Gospels including loving and valuing others and promoting good, safe communities that protect all people.*

In the Koinonia Federation, we consistently reinforce the importance of laws and rules - be they in the class, the school, or the country as a whole. Pupils are taught the value and reasons behind rules and laws - that they govern and protect us. They learn the responsibilities that this involves and the consequences when rules and laws are broken. Pupils are taught from an early age that the rules of the school, which at the primary campuses are called the Golden Rules, are core to our behaviour expectations throughout the school.

Pupils are also taught the importance of following rules such as safety guidelines in lessons or on school trips and the reason why these rules are important in our school community. These values are encouraged through visits from authorities such as the Community Police and Fire Service and to help reinforce this message. The rule of law is also studied explicitly as a part of several projects and subjects in the secondary phase. In Science lessons, for instance, the rule of law is addressed in units of work covering speed limits and laws concerning alcohol, tobacco and illegal drugs. In the 'Code Breakers' project, students investigate importance of privacy and the role of encryption in maintaining or undermining the rule of law.

### Individual Liberty

*'For you were called to freedom, brothers and sisters; only do not use your freedom as an opportunity for self-indulgence, but through love serve one another.'* Galatians 5:13

*Vision: We are all called to follow Christ in our thoughts, words and actions. We are offered forgiveness when we do not follow His ways and we are each to grow in faith as we live our lives.*

As a Federation, we educate our pupils to make informed choices in a safe environment, providing agreed boundaries to ensure that pupils are able to appreciate that freedom also requires care and acknowledgment of others.

Pupils are aware of their rights, responsibilities and personal freedoms and are actively encouraged to exercise these safely. For example our E-Safety and PSHE lessons provide teaching in online safety and responsibility alongside safe use policies. Our PSHE lessons also encourage our pupils to engage in social action and to be courageous advocates for change in their local, national and global communities. Students support fundraising for a wide range of local, national and international organisations eg. Greenwich Winter Night Shelter, Age UK and Comic Relief. We cultivate an atmosphere in which children can make choices about their school life in a supportive environment. The secondary Social Sciences curriculum includes an explicit focus on the nature of liberty. Students through a range of activities and supported in preparing to make positive life choices.

### Mutual Respect

*'All are one in Christ Jesus' Galatians 3:28b*

*Vision: Through the Gospels and Paul's letters to the Early Churches, we see examples of all people being encouraged and given a sense of belonging and value regardless of their circumstances. As a school community, we aspire to create a fellowship of students and staff that respects all people.*

Mutual respect is central to our values. Everyone should be respectful, responsible and safe. Children learn that their behaviours have an effect on their own rights and those of others, particularly through processes such as restorative justice.

All members of the school community are expected and encouraged to treat each other with respect. When a child does well, their achievement is celebrated – for instance, through the use of green cards, special mentions in newsletters or in a whole school celebration/achievement Collective Worship. The ethos of our Federation is based on the Christian teaching of: *"Do unto others as you would have them do unto you,"* (Luke 6:31) reinforcing an understanding of mutual respect and courtesy to all pupils and staff in our school community. We all follow the shared values of: Friendship, Honesty, Love, Resilience, Forgiveness, Understanding, Wisdom, Enthusiasm, Respect, Sharing and Humility.

### Tolerance of those of different faiths and beliefs

*'I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another.'* John 13:34

*Vision: Just as Jesus celebrated with different people, healed all people and sent His disciples into all the world, so we want to experience and celebrate all that God's world can offer us. Through this we learn and grow together.*

Our Federation is diverse and we actively promote diversity through our celebrations of different faiths and cultures.

Our Religious Education curriculum and lessons, PSHE lessons and secondary Social Sciences lessons support this value while several curriculum themes emphasise the need for tolerance and respect for others. This includes the work of our Pupil Faith Teams which comprise of pupils from different faiths who support the evaluation and delivery of Collective Worship, the upkeep of reflection areas within classes and the pupil voice regarding faith topics within our Federation. Pupils and students visit places of worship that are important to different faiths and use real artefacts and good quality resources to add value to learning. Members from our wider community of different faiths and religions are encouraged to share their knowledge and practices, enabling every pupil to extend their learning of various religions and faiths within classes and the Federation.

