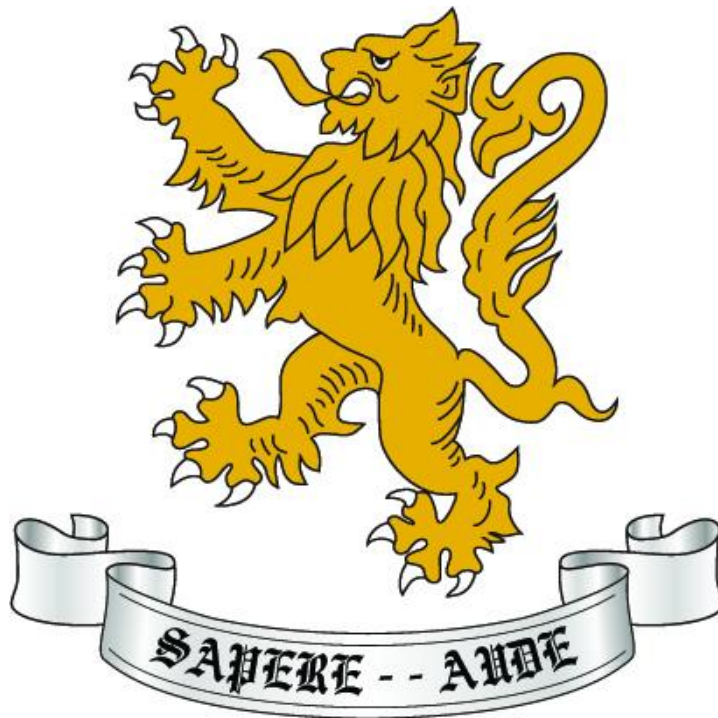


Crompton House Church of England School

Our School Vision:

As a Church of England School, we strive for everyone to know that they are made and loved by God who longs for us all to experience life in all its fullness through Jesus Christ.



Loving God - Caring for Each Other - Achieving Excellence

SMSC Policy (Spiritual, Moral, Social and Cultural) **& Worship Policy**

Approved by: Local Governing Body

Date: April 2024

Next review due by: April 2026

Contents

1.	SMSC Policy	
1.1.	Associated Policies	3
1.2.	Our Christian Heritage	3
1.3.	What is SMSC?	3
1.4.	SMSC, Ofsted and SIAMS inspections	4
1.5.	SMSC and the Christian vision at Crompton House	4
1.6.	SMSC and Collective Worship	5
1.7.	Quality Assurance and SMSC	5
2.	Worship Policy	
2.1	Rationale	7
2.2	Legal Requirement	8
2.3	Withdrawal from Collective Worship	8
2.4	Our Anglican Heritage & wider community links	8
2.5	Planning Collective Worship	9
2.6	Our pattern of collective worship	9
2.7	Visitors in Collective Worship	10
2.8	School Chapel / Faith Zone	10
2.9	Staff briefings, Staff prayer meetings & Governor meetings	11
2.10	Monitoring and evaluation	11
	Appendix 1: 'Our School Vision' on a page	12
	Appendix 2: Crompton House Ethos Statement	13
	Appendix 3: Defining and Recognising Spirituality	15
	Appendix 4: Spiritual Development	16
	Appendix 5: Moral Development	17
	Appendix 6: Social Development	18
	Appendix 7: Cultural Development	19
	Appendix 8: Staff Briefing Prayer Rota Guidance	20
	Appendix 9: Our Weekly Cycle of Prayers (and the school Hymn)	21

1. SMSC Policy

Jesus said, **“I have come that you might have life - life in all its fullness.”** *John 10:10*

1.1 Associated Policies

This policy should be read in conjunction with the Church of England Vision for Education document¹ **‘Deeply Christian, Serving the Common Good’**, the Curriculum Vision (*Appendix 1*) and the School Ethos Statement (*Appendix 2*). The values and principles stated in this policy should be evidenced, even if not explicitly stated, in all school policies and procedures. In particular, reference should be made to:

- Anti-Bullying Policy
- Behaviour Policy
- Child protection and safeguarding policy
- Curriculum Policy
- Equal Opportunities Policy
- School Prospectus (Main school & Sixth Form prospectus)
- Relationships and Sex Education Policy

1.2 Our Christian Heritage

In 1926 Mary Crompton and Anne Ormerod donated Crompton House and its grounds to the Church of England for the purpose of providing Secondary school education and the teaching of Religious Education ‘in accordance with the Principles of the Church of England’ and ‘having in view the spiritual or social wants of the neighbouring population.’²

Crompton House School is a Church of England Academy and so all we do is rooted in Christian theology and the vision for developing the whole person; spiritually, physically, intellectually, morally and socially. We therefore align with the four basic elements of the Church of England vision for education: Wisdom, Hope, Community and Dignity.

1.3 What is Spirituality and SMSC?

We define spirituality as:

“Growing the whole person through curiosity of something bigger than ourselves.” (*see Appendix 3*)

Spirituality includes:

- Beliefs and Values
- Being self-aware
- Knowing and understanding myself
- Self-love and self-respect
- Being resilient
- Embracing my fullest potential
- Being aware of others
- Empathy

¹ https://cofefoundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf

² Crompton House School Trust Deed, 31st August 1925

- Imagination and creativity
- Living with mystery and asking big questions
- Awareness of something greater
- Moments of stillness, reflection, prayer
- Willing to forgive and seek reconciliation
- Taking risks, learning, and growing
- Appreciation and thankfulness
- Being open-minded to new discoveries

The 7 building blocks of Spiritual Development are:

1. Self-awareness or self-knowledge = Understanding my thoughts, feelings, and belief.
2. Forming positive and productive relationships = Growing deep respect and compassion to others.
3. Asking ultimate question = The search for meaning and purpose.
4. Responding to the “Ows” and the “Wows” of life = Responding to both the tragedies and joys of life.
5. Beliefs and Values = Personal and social beliefs – spiritual, political, and ethical.
6. Creativity = The use of imagination, intuition, and insight for self-expression.
7. Feelings and emotions = Being moved by the kindness, beauty, suffering and injustices of life.

SMSC stands for **spiritual, moral, social** and **cultural** development³. All schools in England must show how well their pupils develop in SMSC and promote British Values.⁴

- **Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. (*Appendix 3*)
- **Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. (*Appendix 4*)
- **Social:** Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. (*Appendix 5*)
- **Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. (*Appendix 6*)

1.4 Spirituality, SMSC, Ofsted and SIAMS Inspections

Based on the Ofsted *Education Inspection Framework* (EIF, May 2019)⁵, schools are judged according to 4 criteria: Quality of Education, Behaviour and Attitudes, Personal Development, and Leadership and Management.

Within the Ofsted EIF, outstanding schools will provide high expectations for learners’ behaviour and conduct, learners will demonstrate a positive attitude to learning and take responsibility and ownership of

³ Further resources and information can be found at: <http://www.doingsmsc.org.uk/>

⁴ According to Ofsted, British values are defined as: democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

their learning journey, all relationships between learners and staff will reflect a positive and respectful culture and challenge all forms of bullying, abuse, or discrimination.

Personal development will extend beyond the academic curriculum to enrich the whole person, enabling learners to discover and develop their talents and interests, support character development including resilience, confidence, and independence, and prepare learners for life in modern Britain as responsible, respectful, active citizens who contribute positively to society.

The Statutory Inspection of Anglican and Methodist Schools Framework (SIAMS Revised Sept 2023)⁶ requires Church school to reflect and evaluate on how their distinctive Christian Vision rooted in a clear theological framework enable all pupils and adults to flourish. This is evidenced all through the curriculum, in daily collective worship, through the school culture as expressed in how we value and care for one another, through an active culture of justice and responsibility, and through the provision and delivery of Religious Education.

1.5 Spirituality, SMSC and the Christian vision at Crompton House

Spirituality “Growing the whole person”, SMSC and our Christian vision for education is not taught as a discreet subject but is evidenced in all we say and do. It will be seen in:

- All our relationships and daily interactions
- Pastoral Care systems and form time activities, inclusion and meeting the needs of all learners
- Behaviour expectations, rewards and sanctions, and restorative justice
- Religious Studies, PSHE, citizenship and careers education
- Collective and Form Time Worship
- Courageous advocacy – working together for truth and justice within society and our care of the world
- Cultural enrichment activities
- Leadership and Character development opportunities
- Health and wellbeing
- Respect for personal, social and cultural diversity
- School Policies
- All forms of internal and external communications between staff, students and parent/guardians
- Lesson planning and Schemes of Work

1.6 Spirituality, SMSC and Collective Worship *(refer also to our Worship Policy on page 7)*

The school recognises the importance of collective worship as an expression of our family/community life and our Anglican heritage.

During the week we meet for worship in forms, houses, year groups and Key Stages, recognising the need to express and celebrate our Christian heritage and distinctively Christian beliefs and those of non-Christian faiths and those that ascribe to no faith – we are a community in which all are embraced and welcomed. Through worship we promote the importance of connecting to God or however each person understands

⁶ <https://www.churchofengland.org/sites/default/files/2024-09/siams-framework-september-2024.pdf>

the divine / higher power, deep listening, reflection, dialogue, and the celebration of diversity in order that each person is encouraged to progress on their spiritual journey.

Collective Worship may be led by members of the senior leadership team, Heads of Year, the school chaplain, students or outside speakers. Through worship we promote the school vision and our 3 core values of:

- **Loving God:** expressed through valuing each individual and celebrating life.
- **Care for others:** expressed through charitable action, care for property and the environment.
- **Achieving excellence:** expressed through commitment to learning and realising potential.

1.7 Quality Assurance of Spirituality and SMSC

We will measure and evaluate our provision of SMSC through multiple strands including: the school Self-Evaluation and Development Plan, Quality Assurance systems, monitoring and tracking behaviour logs (rewards and sanctions), staff voice, pupil voice and parental feedback.

Each department will reflect on the themes and topics covered within their curriculum to all students at each year and Key Stage. They will identify how and where their subject supports 'growing the whole person' and how students' progress and deepen in the understanding of spirituality and SMSC-related opportunities. This provides the necessary context in which departments create the right conditions for spiritual flourishing and can make informed comment on whether anyone is flourishing or not.

2. Worship Policy



2.1 Rationale

Our Worship policy strengthens and supports the Christian identity of our school, reaffirms our vision ([Appendix 1](#)) and associated values of Loving God, caring for each other, and achieving excellence. Whilst this policy relates to the specific act of worship which may take place in the main hall or within a class/form context, we recognise that worship is all-embracing, and we are called to worship God in everything we say and do. Thus, intentional acts of loving-kindness or speaking out against injustice when motivated by recognition that those in need are created and loved by God, becomes an act of worship.

Jesus said, ***“Yet a time is coming and has now come when the true worshipers will worship the Father in the Spirit and in truth, for they are the kind of worshipers the Father seeks.”*** (John 4:23).

- To worship ‘in Spirit’ refers both to the work of the Holy Spirit who guides us into the knowledge and awareness of God and to worship which is genuine and flows from the heart with integrity.
- To worship ‘in truth’ refers to both a deeper understanding of the truth about God and how God seeks to restore the world and to the belief that worship requires the use of our minds, the ability to reason and to think.

Worship should, therefore, engage both heart and mind.

Worship at Crompton House will seek to reflect the variety of traditions found in the Church of England and the wider global Christian community, as well as recognising and learning from faiths other than Christianity in order that we may build a welcoming and inclusive community.

The daily Christian act of worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the overall spiritual, moral, social, and cultural development of the whole school community. Therefore, Collective Worship at Crompton House School is planned to:

- be inspirational and inclusive. It should engage all learners and they should be able to talk about the impact it makes on their relationships and on life in the school
- regularly include Biblical material and Christian teaching and this should explore and relate to the school’s core Christian values
- have a strong focus on God as Father, Son and Holy Spirit enabling all learners to embark on an understanding of the Trinity
- help all learners to understand Anglican and other Christian traditions found in the UK and worldwide.
- challenge all learners of all backgrounds to understand and embark on their own spiritual journey. They should understand the value of Prayer, Reflection Stillness
- contribute significantly to pupils’ spiritual, moral, social, and cultural development; by providing all learners with “something more than the obvious, something to wonder at, something to respond to”
- be an opportunity to celebrate and give thanks for achievements within the school, local and international community, and occasions of significance, including festivals.

Collective worship must be invitational and an experience that does not offend the integrity of the non-religious or those who belong to a faith other than Christianity.

2.2 Legal Requirements

The law requires the Headteacher and Governing Body of every school to provide a daily act of Collective Worship which is in line with the schools Trust Deed and foundation.

Worship can take place at any time in the school day and in any groupings.

Collective Worship in a Church of England school must be in accordance with the tenets and practices of the Church of England.

2.3 Withdrawal from Collective Worship

At Crompton House we have children from families belonging to faiths other than Christianity or who hold a non-religious world view. We encourage parents to allow all students to attend all community activities, including worship and communion as an opportunity for personal reflection and learning about the Christian faith and shared community values. The school does not force any student to take part in any overt act of worship e.g. the singing of hymns, prayers or receiving Holy Communion.

However, the 1944 and 1988 Education Acts state that parents have the right to withdraw children from Collective Worship and suitable arrangements should be made to accommodate these children. Should a parent wish to withdraw their child from collective worship, there is an expectation that they submit their request in writing and will meet with the Headteacher in person to discuss their concerns and requirements. It may be helpful to establish:

- the elements of worship in which the parent would object to the child taking part
- the practical implications of withdrawal
- whether the parent will require any advanced notice of such worship, and if so, how much.

Where parents have withdrawn their children from Collective Worship and request religious worship according to their faith or denomination, the governors and Headteacher will seek to respond positively to such requests providing:

- such arrangements can be made at no additional cost to the school
- that the alternative provision would be consistent with the overall purposes of the school curriculum as set out in the Education Acts.

2.4 Our Anglican Heritage & wider community links

The school seeks to build and maintain close links with Anglican churches in the local Oldham and Rochdale area and Manchester Diocese. Worship in Crompton House should reflect some of the essential features within the rich traditions of Anglican prayer and worship. Some of the important areas to be explored are:

- Using the Bible as a source book for inspiration and learning
- Observing the cycle of the Anglican year
- Reflecting on Christian symbols and their use in worship
- Using traditional and contemporary prayers and responses
- Special services.
- Using traditional and contemporary hymns and Christian songs and music (whether sung, played or via video for reflection)

- The use of meditation and silence within the context of worship.
- Recognising the commitment to ecumenism (promoting unity among all Christian Churches).
- Experiencing the bond of community which encompasses gender, age, race, and religious opinion.
- Clergy and other Christian leaders leading worship.

Although Crompton House will in the main follow the Church of England Liturgical year, we live in a multi-faith and multi-cultural society; therefore, as appropriate, we will also recognise faith traditions and festivals from the other main world religions. More details on these festivals can be obtained from [The Inter Faith Network](http://www.interfaith.org.uk/resources/religious-festivals) (www.interfaith.org.uk/resources/religious-festivals).

2.5 Planning Collective Worship

Specific time is set aside for worship, and we recognise the importance of marking out the act of Collective Worship from other daily or weekly activities. We attempt to mark out this special time by:

- Placing the altar or lectern at the front centre of the hall
- Adjustments to the lighting
- The use of worship banners
- lighting a candle
- The use of set liturgical wording used throughout the worship service
- Focusing on a Biblical verse or Christian theme
- Opportunity for reflection

Each person leading worship is expected to plan his or her act of worship with the same degree of thoroughness as any other aspect of their teaching. We encourage a 4-stage structure of planning including (see also Appendix 4):

1. Gathering – greeting and sharing of the peace
2. Engaging – examination of a verse / theme, a moment of encounter
3. Responding – a time of reflection, silence and or prayer. A call to action.
4. Sending – a final blessing and commissioning

Like any other activity in school, collective worship should be evaluated, and this will ideally include feedback from staff and students, and this feedback can then be used to inform future planning and delivery.

Pupils are encouraged to be involved in all aspects of collective worship: planning, leading, and monitoring.

2.6 Our pattern of Collective Worship

Whole School Worship is held bi-weekly on red weeks. These services are led by members of the Senior Leadership Team or the school chaplains and are purely Acts of Worship. Acts of worship generally follow themes that are linked to the school's vision and values and include the pattern of the church's year.

On alternate green weeks, Pastoral worship is led by Heads of Year with their year group. These assemblies may deal with in-school matters but should always contain an aspect of worship, prayer and/or reflection.

The structure is as follows:

Red Week: Collective Worship

Wednesday: Years 11, 12 and 13 in the main Hall

Thursday: Years 7 and 8 in the main Hall

Friday: Years 9 and 10 in the main Hall

Green Week: Pastoral Worship

Wednesday: Years 11 HOY in the Gym and Years 12 and 13 HOY in the main Hall

Green Thursday: Year 7 HOY in the Gym and Year 8 HOY in the main Hall

Green Friday: Year 9 HOY in the Gym and 10 8 HOY in the main Hall

Although Senior Leaders and the school chaplain(s) are involved with the worship programme on a regular basis, other staff and pupils are given the opportunity of being involved in this programme wherever possible. Collective worship should be truly collective and participatory.

Outside of formal Collective and Pastoral Worship, the school will pause to engage each day in aspects of worship which may include Form time prayers, a weekly form time worship video, plenary sessions in lessons, special events such as Good News for Today Presentation of New Testaments, and Year 7 Welcome (teaching) Communion, End of Day reciting of the Grace, and end of term Eucharist services.

2.7 Form Worship

As a church school, we provide a daily act of worship (opportunity to pause, reflect, meditate, pray). Form tutors are key people in providing and meeting this requirement on days when there is no central act of worship. This is not an optional extra, it is a mandatory requirement. To support this they will be given direction from the School Chaplain / Pastor on how to achieve this, and suggested prayers can be accessed in [Appendix 9](#).

2.8 Visitors in Collective Worship

In general, the Headteacher and/or the delegated lead for worship should be consulted before a visiting speaker is confirmed.

Visitors should understand the educational aims of Collective Worship at the school and the need to avoid any proselytising. Attempts to persuade pupils to adopt a particular religious or non-religious belief are not appropriate.

Visitors should not speak about raising money for any cause(s) without the prior permission of the Headteacher.

2.9 School Chapel / Faith Zone

As from September 2024, we established and dedicated our school chapel / faith zone. This provides opportunities for students to come for:

- Spiritual guidance and support with the school pastor / chaplain
- A place to be quiet and reflect

- To engage with Prayer Stations that guide students in seeking forgiveness, praying for guidance, praying for the community, submitting prayer requests, reflecting on self, being grateful, or considering global concerns.

Although not directly worship, the chapel is also a place for students who are struggling through the day to come to find a place of calm and safety, to deescalate emotions and reactions, to connect relationally.

2.10 Staff Briefings, Staff Prayer meetings, and Governor meetings

Each week the head teacher or delegated member of the Senior Leadership Team will conduct a staff briefing. Staff briefings begin with a prayer and/or reflective thought. ***See appendix 7 for guidance given to staff who agree to be on the staff briefing prayer rota.***

Staff will be given the opportunity to attend a staff prayer meeting for the purpose of reflection, meditation, prayer, and intercession. Staff will be consulted on which time(s) would best meet their routines and as far as possible the chaplaincy team will try to honour staff requests.

All Governor meetings will open in prayer led by the chairperson of the committee or delegated as desired. Meetings will also close either in prayer and / or the sharing of the Grace.

2.11 Monitoring and evaluation

We will evaluate collective worship and the impact it has on the school and its wider community through levels of participation and active engagement, surveys, conversations, and observing the impact of collective worship within the life of the school.

Worship should:

- Recognise and respect the integrity of each valued member of our school community.
- Invite members of the school community to praise and reach out to God, respond to Christian language and symbolism, provide moments for stillness and quietness, and experience a variety of forms of prayer and meditation which might include praise, seeking forgiveness, asking on behalf of self and others, and quiet reflection.
- Help pupils begin to understand the nature and purpose of worship.
- Contribute to the spiritual, moral, social, and cultural (SMSC) development of each child and adult.
- Allow reflection on and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others.
- Celebrate and give thanks for the achievements within the school, the local, national and international community and occasions of significance, including festivals.
- Promote community cohesion.
- Give expression to and reaffirm the Christian values of the school.
- Support the wellbeing and self-worth of each pupil as a unique and precious child of God.



Our School Vision:

As a Church of England School, we strive for everyone to know they are made and loved by God who longs for us all to experience life in all its fullness through Jesus Christ.

Our 3 Values:

Loving God we place prayer, worship, and spiritual growth at the centre of school life.
Caring for Each Other we live out Christian values in our relationships with one another.
Achieving Excellence we encourage and enable our school community to flourish.



INTENT
As a Christian school we will promote...

<p>Wisdom, Knowledge & Skills "Jesus grew in wisdom and in stature, in favour with God and people." Luke 2:52</p>	<p>Hope & Aspiration "I know the plans I have for you, to prosper and not to harm, to give you hope and future." Jer 29:11</p>	<p>Living well together in Community "You shall love your neighbour as yourself." Mark 12:31 "Serve one another." Gal 5:13</p>	<p>Dignity & Respect "There is no Jew nor Greek, slave nor free, male nor female, for you are all one in Christ." Gal 3:28</p>
<p>Reflective Lifestyle of faith, worship, celebration, wholeness</p>	<p>Stewardship Serving others, Global awareness, Ecology</p>	<p>Confident Individuals Lead safe, healthy & fulfilling lives</p>	<p>Lifelong Learning Growth, make progress & achieve</p>
<p>Positive Attitudes Eg. determined, adaptable, confident, risk-taking, enterprising</p>	<p>Life Skills Eg. Literacy, numeracy, ICT, creative & critical thinking, leadership, working together, financial literacy</p>	<p>Knowledge & Understanding Eg. Big ideas, making connections, exploring new possibilities</p>	

IMPLEMENTATION
As a Christian school, we are passionate about inclusion and offer an ambitious, enriching curriculum for all, delivered through high quality inclusive teaching and learning...

<p>Our core curriculum</p> <p>EBacc: English, Maths, Science, Geography, History, MFL, Computer Science</p> <p>Arts & Technology: Art, Drama, Design, Engineering, Food, Music</p> <p>Personal Development: PE, PSHE, British Values, Work Related Learning</p> <p>Other: Applied Medical Science, Business Studies, Economics, EPO, Government & Politics, Health & Social Care, Media, Psychology, Religious Studies, Sociology</p>	<p>Our core curriculum</p> <p>Arts & Technology: Art, Drama, Design, Engineering, Food, Music</p> <p>Personal Development: PE, PSHE, British Values, Work Related Learning</p> <p>Other: Applied Medical Science, Business Studies, Economics, EPO, Government & Politics, Health & Social Care, Media, Psychology, Religious Studies, Sociology</p>				
<p>Daily Prayer & Worship Termly Eucharist Annual Founders' Day Wider church links</p>	<p>Enrichment Opportunities Wide range of sports School Productions Seasonal Concerts</p>	<p>Leadership Development Student Councils Subject Prefects Duke of Edinburgh</p>	<p>Charitable Work MacMillan Coffee morning Supporting local charities Charity Days</p>	<p>Care for our world Recycling schemes Energy Efficiency Assembly Themes</p>	<p>Trips / Activities Colomendy International trips Curriculum visits</p>
<p><i>We are a learning community which encourages all students, regardless of academic or social background, to leave school as confident, articulate, well qualified and responsible young adults, ready to make a positive contribution to community and wider society.</i></p>					
<p>Future Ready: Careers Lead, Careers officer, visits to workplaces, WRL lessons, Advice & Guidance, GM networks, START programme, Oxbridge, EPO, WEX week</p>					

IMPACT
As a Christian school we strive for excellence ...

<p>Monitored through...</p> <p>SIAMS Working Group Termly reviews and learning walks</p> <p>Assessment Calendar Formative and Summative assessments</p> <p>Quality Assurance Observations, drop-ins, book checks, SOWs</p> <p>Marking Policy Feedback, marking stickers and support</p> <p>CAT/SAT/Exams Use of external measures and benchmarks</p> <p>Governance Effective Business Management</p> <p>Doodle Developing self-reflective learners</p> <p>ITT, NPOs, Networks Successful Staff Development</p> <p>Student Voice Parent Voice Staff surveys Feedback</p>	<p>Evidenced through...</p> <p>Academic: School on a page report, Termly data reports, External exam results</p> <p>Behaviour: Progress logs: Rewards/Sanctions, Behaviour & ethos, Uniform standards</p> <p>Community: Charitable giving over £10k / year Annual events e.g. MacMillan coffee morning, Jeans4Genes</p> <p>Personal development: Involvement in enrichment, Student Ambassadors, Prefects, and Councils</p> <p>Destinations: Work experience in Y11 and Y12 Visits and Speakers in school Positive Steps: personalised support</p>
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Loving God · Caring for each other · Achieving excellence

Appendix 2:

Crompton House Ethos Statement

This Ethos Statement underpins all school policies and practices. It provides the core beliefs and values that must be upheld and promoted in all we say and do.

Crompton House was established as a Church school in 1926 with a strong Christian ethos to serve young people and families within the local community. Recognising our historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Our school vision statement says:

As a Church of England School, we strive for everyone to know that they are made¹ and loved² by God who longs for us all to experience life in all its fullness³ through Jesus Christ.

Biblical references:

1. **Genesis 1.27:** "So God created humankind in his image, in the image of God he created them; male and female he created them."
2. **1 John 4.10:** "In this is love, not that we loved God but that he loved us and sent his Son to be the atoning sacrifice for our sins."
3. **John 10.10:** "I have come in order that you might have life, life in all its fullness."

The central belief is the intrinsic worth and value of all people as created by God and each person is made in God's image and likeness. This explains why **IDENTITY** and **BELONGING** must always be at the centre of all we do at Crompton House.

Jesus declared, "I have come that you might have life in all its fullness." From this we understand the importance of each person aspiring to reach their fullest **POTENTIAL** in life. This comprises educational qualifications, the development of skills and abilities, growing in wisdom and understanding, as well as developing our spiritual life (finding meaning to life, compassion, empathy, and courageous advocacy).

Identity, belonging and developing potential are all integral to knowing and living "Life in all its fullness."

These 3 aspirations are all rooted in the biblical view of God. God is:

- ✓ **Relational:** God is Trinity (Father, Son, and Holy Spirit) who dwells in eternal community and perfect love. Humankind is drawn into this divine community, and this explains the importance of building healthy relationships as summarised in the 2 Great Commands: ***"You shall love the Lord your God with all your heart, with all your soul, and with all your mind... You shall love your neighbour as yourself."*** Matthew 22:37-40
- ✓ **Creative:** God created the heavens and the earth in 6 days: ***"In the beginning God created the heavens and the earth."*** Genesis 1:1. When God looked at what he created he declared ***"It is very Good"*** Genesis 1:31. This explains the importance of our creative and self-expressive subjects like Art, Computer Science, DT, Food, Music, and PE.
- ✓ **Moral:** Psalm 34:8 says, ***"Taste and see that the Lord is Good"*** and Jesus taught, ***"Be perfect as your heavenly Father is perfect"*** Matthew 5:48. This explains the importance of truth and justice in all human relationships and as a foundation of society.
- ✓ **Purposeful:** In Jeremiah 29:11 God said, ***"For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future."*** Embracing a life of faith should promote a life of adventure, personal growth, and aspiration.

Our three core values:

These three core values were established in 19XX and are an integral part of the school ethos and identity.

Loving God⁴: we place prayer, worship, and spiritual growth at the centre of School life.

Caring for each other⁵: we live out our Christian values in our relationships with one another.

Achieving Excellence⁶: we encourage and enable our school community to flourish.

Biblical references:

4. **Deuteronomy 6.5:** “You shall love the Lord your God with all your heart, and with all your soul, and with all your might.”
5. **John 15.12:** “This is my commandment, that you love one another as I have loved you.”
6. **Colossians 3.23:** “Whatever your task, put yourselves into it, as done for the Lord.”

As a Christian Community rooted in the Church of England tradition, we welcome staff and students from all faiths and those who do not identify with any religious belief. Therefore, we understand the command to Love God as each one pursuing their own spiritual belief and providing opportunity to listen to words of faith and inspiration, taking time to pause and to meditate, to discover what is truly personal and that deep sense of self and wellbeing. Worship is in the main Christian, but we also welcome opportunity to explore and dialogue with other faiths and humanistic ideals.

As we care for one another, we value and welcome all regardless of gender, age, ethnic origin, creed, or sexual orientation. All forms of bullying and discrimination are unacceptable. We support each member of our school community to discover their own identity, gifts, and talents. We will seek the welfare of each other as exemplified in the lifestyle and self-sacrifice of Jesus. Mutual respect is a minimum standard expected of all; however, we aspire to excellence in all our relationships and not merely to equality or mutual tolerance. We will look for ways to help and support others in the wider local, national, and international community. The school actively develops links with neighbouring schools, businesses, churches, and other faith traditions. Pupils are also encouraged to support local charities and community projects with their time, talent, and contributions.

As we strive for excellence in all we do, we recognise our shared responsibility when things go wrong and the importance to work together in an environment of trust, respect, and openness. We will value the experiences and opinions of all and seek to learn from one another, and seek as far as possible, to balance the needs of the individual against the needs of the community. We will reward those who make good choices and celebrate the positive benefits that result from their actions. We will correct those who make bad choices and help them to develop more positive attitudes and actions. We believe that the central message of the Christian faith is the power of forgiveness, hope and transforming grace, that is achieved through the work of Christ and the Holy Spirit.

In conclusion:

Young people are our future, and Governors and staff at Crompton House School believe it is vital for us to prepare them for the challenges and opportunities that lie ahead by giving everyone the flexibility to respond to the ever-changing society in which we live. We believe the Christian beliefs and values expressed above provide a rich and purposeful framework in which everyone can flourish and together we build a community that brings glory to God.

Defining and Recognising Spirituality

Within Class Charts teachers are encouraged to recognise where students display evidence of growing spirituality. This is about observing a range of behaviours, attitudes, and reflections that indicate a deeper sense of meaning, connection, and self-awareness in students. Spirituality, in this sense, is not necessarily religious but rather reflects personal growth, inner values, and connections to something larger than oneself. Here are some ways to identify growth in spirituality:

- Thoughtful reflection on a task or a situation that students have been looking at in the lesson or as a homework task
- Demonstrating an ability to think critically, showing understanding of different positions, and working towards a shared ground
- A change in emotional responses and reactions that show they are on a journey of growth
- A spontaneous act of compassion and empathy
- If a student volunteers for the first time and shows they are 'coming out of themselves' and opening up to new opportunities
- Where students have shown age-appropriate maturity in how they have supported a peer or handled conflict resolution
- Thinking thoughtfully about their future pathways and goal setting
- Developing hobbies, interests or activities that align with their values and beliefs
- Students who engage in community and social action within school and/or within the local community
- It may be a student who has never previously joined a club or group choosing to start something new
- Taking action when a student is concerned about environmental, social justice, or other issues which shows they are developing a sense of moral responsibility
- Respect for diversity and becoming more open to and respectful of other world views, religious/moral beliefs, cultural traditions etc.
- Engagement in discussion on a moral, ethical, or spiritual topic.
- Students who demonstrate an increased ability to regulate emotions, manage stress, anxiety, control anger, or other emotional challenge.
- Also recognise students who may not necessarily stand out, but they bring a calmness and demonstrate resilience.
- Notice students who may be going through issues at home and are showing a developing maturity in how they are responding.
- Those who are engaged in a sustained conversation or who bring insightful comments to moral, philosophical, or religious questions or questions on life, existence, meaning, purpose...
- Students who take responsibility for their actions and demonstrate an understanding of how their words, actions and choices have impacted others.
- It may be seen in a poem, work of art, drama, written reflection showing deep appreciation of life or nature, awe, and wonder, or exploring deeper questions and mysteries
- Spirituality is also seen in questions asked which demonstrates a deepening awareness even if they are unable to articulate a response to their question at this time.
- Students who take time to express appreciation and gratitude or show a level of concern for another, or it may more simply be a student who is showing a more positive outlook on life than before.
- It can be seen in students who show contentment with their situation or what they have, and/or who shows real happiness at someone else's good fortune and blessing.
- It may be taking active steps to improve their health (mental, physical, emotional) showing a positive self-respect.

Appendix 4: SPIRITUAL DEVELOPMENT

Pupils at Crompton House are supported and encouraged to develop their sense of self, their unique potential, an understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they will try to answer for themselves some of life's fundamental questions. They will have the opportunity to:

- ✓ Foster their own inner lives and non-material wellbeing. Developing an appreciation for beauty, truth, love, order, as well as mystery, paradox, and ambiguity.
- ✓ Experience moments of stillness and reflection. Developing the ability to pause and connect with the deeper thoughts, feelings, and self-awareness. To reflect on, consider and celebrate the wonders and mysteries of life.
- ✓ Sustain their self-esteem in the learning experience. Developing a love of learning and a respect for insight, self-expression, and creativity, as well as knowledge and reason.
- ✓ Form and maintain worthwhile and satisfying relationships. Developing a respect for self and others. An ability to think in terms of the 'whole' e.g. harmony, interdependence, scale and perspective.
- ✓ Able to discuss their beliefs, feelings, values, and response to personal experiences. Developing a set of values, principles, and beliefs, this may or may not be religious, which informs their perspective on life and their patterns of behaviour. Also developing an awareness and understanding of the beliefs, feelings, and values of others.
- ✓ A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism, and other forms of discrimination). Developing their capacity for critical and independent thought and an ability to show courage in defence of their beliefs
- ✓ Foster their emotional life and express their feelings. Developing an awareness of their own and others' beliefs, self-expression, and a sense of empathy with others, concern, and compassion.

How is this achieved? At Crompton House...

- We give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Where pupils already have religious beliefs, we support and develop these beliefs in ways which are personal and relevant to them.
- We encourage pupils to explore and develop what animates themselves and others.
- We encourage pupils to reflect and learn from reflection.
- We give pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful.
- We develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- We accommodate difference and respect the integrity of individuals.
- We promote teaching styles which
 - *Value pupils' questions and give them space for their own thoughts, ideas, and concerns.*
 - *Enable pupils to make connections between aspects of their learning.*
 - *Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'*

APPENDIX 5: MORAL DEVELOPMENT

Pupils at Crompton House are supported and encouraged 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. They will have the opportunities to:

- ✓ Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them. Developing an ability to think through the consequences of their own and others' actions.
- ✓ Distinguish between right and wrongs. Developing an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- ✓ Recognise the unique value of everyone. Developing a respect for life and the dignity and worth of all people regardless of their social, economic, religious, or political affiliations.
- ✓ A desire to explore their own and others' views. Developing a commitment to personal values in areas which are considered right by some and wrong by others.
- ✓ Recognise the challenge of life today and the role they play in it. Developing the confidence to act consistently in accordance with their own principles.
- ✓ Listen and respond appropriately to the views of others. Developing an ability to make responsible and reasoned judgements on moral dilemmas and a willingness to express their views on ethical issues and personal values.
- ✓ Gain the confidence to cope with setbacks and learn from mistakes
- ✓ Take initiative and act responsibly with consideration for others. Developing a respect for others' needs, interests, and feelings as well as their own.
- ✓ Show respect for the environment.

How is this achieved? At Crompton House...

- We will provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- We will promote measures to prevent discrimination based on race, religion, gender, sexual orientation, age and other criteria.
- We will give 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.
- We will develop an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- We will reward expression of moral insights and good behaviour.
- We will respond appropriately to breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school.
- We will model, through the quality of relationships and interactions, the principles which reflect our Christian values – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- We will recognise and respect the codes and morals of the different cultures represented in the school and wider community.
- We will encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- We will provide models of moral virtue through literature, humanities, sciences, arts, assemblies, and acts of worship.

APPENDIX 6: SOCIAL DEVELOPMENT

Pupils at Crompton House are encouraged to acquire 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. They will have opportunities to:

- ✓ Display a sense of belonging and an increasing willingness to participate. To take the initiative on wider social issues and establish ways they can help on an individual, local, national, and global scale. Developing and exercising responsibility to make an active contribution to the democratic process in each of their communities.
- ✓ Learn about service in the school and wider community, developing respect for people, living things, property, and the environment.
- ✓ Appreciate the rights and responsibilities of individuals within the wider social setting. Developing their awareness of and compassion for others in society.
- ✓ Relate well to other people's social skills and personal qualities. Understanding the changing nature of society and how this is an opportunity not a threat. Developing the attitudes and skills required to work effectively as a member of a group or team, with an awareness of diverse views and opinions, and the ability to work towards consensus.
- ✓ Challenge, when necessary and in appropriate ways, the values of a group or wider community. Developing the confidence and ability to resolve conflicts and counter forces which militate against the common good, inclusion and unity.
- ✓ Understand how societies function and are organised in structures such as the family, the school and local and wider communities. Developing the ability to adjust to a range of social contexts by appropriate and sensible behaviour.
- ✓ Benefit from advice offered by those in authority or counselling roles to guide them in the choices and decisions they make. Developing awareness of their place in society and the role they need to play, reflecting on their own contribution to society and the world of work.
- ✓ Understand the notion of interdependence in an increasingly complex society.

How is this achieved? At Crompton House...

- We will identify and promote key values and principles on which school and community life is based: e.g. equality, fairness, democracy, respect for law and Government.
- We will foster a sense of community with inclusive values, which ensure that everyone, irrespective of race, nationality, gender, ability, sexual orientation, or religion can flourish.
- We will encourage pupils to work co-operatively and to recognise and respect social differences and similarities.
- We will provide positive collective experiences e.g. assemblies, team activities, residential experiences and trips, performing arts.
- We will help pupils develop personal qualities that are valued in a civilised society e.g. honesty, thoughtfulness, respect, tolerance, moral principles, independence and interdependence.
- We will provide opportunities to engage in the democratic process and participating in community life, and to help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.
- We will help pupils resolve tension between their own aspirations and those of the group or wider society, providing a conceptual and linguistic framework within which to understand and debate social issues.
- We will provide opportunities for pupils to exercise leadership and responsibility.
- We will provide positive and effective links with the world of work and the wider community.

APPENDIX 7: CULTURAL DEVELOPMENT

Pupils' at Crompton House are supported and encouraged to acquire an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to

- ✓ Recognise and understand their own cultural assumptions and values. Developing an understanding of the influences which have shaped their own cultural heritage.
- ✓ Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society. Developing an appreciation of the diversity and interdependence of cultures, and an openness to new ideas and a willingness to modify cultural values in the light of experience.
- ✓ Recognise world faiths and beliefs and the impact they have on our culture. Developing an understanding of the dynamic, evolutionary nature of cultures.
- ✓ Develop an understanding of Britain's' local, national, European and global dimensions.
- ✓ Broaden their perspective on different communities and cultures within the local area. Develop an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.
- ✓ Interact with different cultures/lifestyles and explore their advantages and disadvantages.
- ✓ An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture.
- ✓ Participate in, and respond to, artistic and cultural enterprises. Developing a regard for the heights of human achievement in all cultures and societies, and a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures.

How is this achieved? At Crompton House we will:

- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values, and traditions of diverse cultures.
- Address discrimination on the grounds of race, religion, gender, sexual orientation, age, and other criteria and promoting racial and other forms of equality.
- Recognise and nurturing gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and encouraging pupils to reflect on their significance.
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges.
- Reinforce the school's cultural values through displays, posters, exhibitions etc.
- Audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

Staff Briefing Prayer Rota

Thank you so much for being willing to add your name to the staff briefing prayer rota. We are a Church of England school, so having opportunity as staff for prayer or a moment to pause and reflect is important to us.

The Christian message declares we are tripartite (3-part) beings:

- Body = the physical
- Mind / Soul = thoughts, emotions, feelings
- Spirit = that part which connects to God, to life; that seeks deep significance and meaning.

Our school vision statement states:

“As a Church of England School, we strive for everyone to know that they are made and loved by God who longs for us all to experience life in all its fullness through Jesus Christ.”

Our three core values are: **Loving God** - we place prayer, worship, and spiritual growth at the centre of School life; **Caring for each other** - we live out our Christian values in our relationships with one another; and **Achieving Excellence** - we encourage and enable our school community to flourish.

Please note, although this is a ‘distinctively Christian’ vision, we believe it encompasses everyone regardless of their beliefs, gender, age, or any other social label we place on people. The heart of our vision is inspired by the words of Jesus:

“I have come that you might have life in all its fullness.” John 10:10

Through our prayers or thoughts, we are guiding our school community to understand what it means to flourish, to find that wholeness, significance, wisdom, resilience, and mindset that enables us to be the very best we can be.

When you bring your thoughts to the staff body, please be mindful of the following:

1. Is there anything significant taking place in the life of the school, in the local community, nation or world, that is worth drawing attention to, to reflect on, to respond to or to prepare for?
2. When praying for the school, remember the whole school community – this comprises teachers and all our support staff (administrative, finance, pastoral, site, cleaning, and catering). We agree that we ought to be thankful for the work of teachers in the school; but without the amazing work of the support staff the school would not function. So please let us seek to embrace all parts of our school community.
3. If you belong to another world religion, we do not expect you to adopt Christian language. Please share the truths we have in common that flow from your faith tradition. Similarly, if you have no specific world faith and regard yourself as a humanist, please share with us quotes, thoughts and ideas that will inspire and promote life and create a school community that flourishes – the truths on which we all agree.

Thank you – we value and honour your willingness to part of this amazing opportunity to inspire our school community.

Our weekly cycle of prayers

Monday (short form prayer):

Eternal God, the source of all wisdom,
bless all who meet here every day.
Show us how to share your love in our homes
and in our school community.
Help us to rejoice in the knowledge of your truth
and to become channels of your peace
in the life of the world.
Amen.

Head of Year Assembly:

Loving Father,
bless our school, which is founded to your everlasting glory:
bless our studies and our recreation,
bless our families and our friends.
Keep us safe in the knowledge of your loving kindness,
and help us to value truth in all our relationships;
to know what is worth knowing,
to give what is worth giving,
to love what is worth loving,
and, renouncing all that is evil,
to see at last the vision of your perfect heavenly kingdom,
and work with you to see your kingdom come on earth,
God ever blest, world without end.
Amen.

Two Alternate Form prayers (Tuesday-Friday when not in Collective worship / HOY assembly)

Almighty God,
You have created the heavens and the earth
And created us in your own image.
As you have loved us, so may we love you and to care for each another.
May we serve you with joyful and thankful hearts
And strive for excellence in all we do.
That our work and life may be for your glory.
Through Jesus Christ our Lord. Amen.

Lord of all life and power,
Your word says I can do all things through Christ who gives me strength.
Give to me the wisdom and strength to do well in all my studies,
And the patience and perseverance when I face challenges and setbacks.
Give me the willingness to forgive those who wrong me,
And the humility to ask forgiveness when fail do what is right or true.
Bless our school community,
May this school be a place where everyone feels valued and supported.
To the glory of your name. Amen.

Period 5 = The Grace**

The Grace of our Lord Jesus Christ,
and the love of God,
and the fellowship of the Holy Spirit,
be with us all evermore.
Amen.

The School Prayer

Father, we thank you for the goodly heritage into which we have entered,
And we pray that you will show us how to maintain and strengthen it.
Enlarge our vision, fill us with high ideals, and inspire us with love and goodwill to all people,
So that we may follow in the steps of Jesus Christ, your son, our Saviour.
Amen.

The School Hymn

O lead us Lord, in all we learn to do,
That we might give to you the glory due,
For all our gifts we know are sent by you.
Help us to serve you.

O lead us Lord, in all we learn to say,
That with our lips we honour you alway,
For words may heal, yet bitter words may slay.
Help us control them.

O lead us Lord, to use our mind aright,
That in our thinking Christ may be our might,
For deeds are born of thoughts by day and night.
Fill us with your light.

O Lead us Lord, from year to year in grace,
Reign in our hearts and take the highest place.
Help us to run with joy the heavenly race,
Through Christ our Saviour.