



St Mary's R.C. Primary School Spiritual, Moral, Social & Cultural Development Policy (S.M.S.C.)

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

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Overview

At St. Mary's R.C. Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 their cultures. We provide a range of opportunities for pupils to develop their self-esteem and confidence.

Objectives

The National curriculum document states that:

Every state funded school must offer a curriculum which is broad and balanced and which:

- Promotes the spiritual, moral, cultural mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

At St. Mary's, S.M.S.C. plays a significant part in the ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. Our Catholic faith, values, principles and spirituality will be explored throughout the whole curriculum. The integrity and spirituality of 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 valuable individuals and showing respect for pupils and their families. Children 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.

Children should understand the need for rules and the need to abide by rules for the good of everyone. We promote the British/Gospel Values in all we do. Our three school rules:

“Treat others as you want to be treated, follow adult instructions, always try your best,” reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils’ work and achievements.

Our whole school mission statement:

“We love God, we love learning, we love each other” is also evident in all aspects of school life and beyond.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher’s planning and learning resources.

Aims of S.M.S.C.

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child’s education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility
- To teach British/Gospel Values discreetly and within all subject areas

Strategies

Spiritual Development - As a school we aim to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought. We encourage deeper thinking through ‘Big questioning’ and P4C.
- Foster their emotional life and express their feelings
- Experience regular quality prayer and worship and moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life and God’s creation

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Follow the examples set by Jesus as a way for us to live
- Recognise the unique value of each individual
- Recognise the challenges of the Catholic teachings and how we can learn from this
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements and take responsibility for their own actions

Social Development – as a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn about service in the school, Church and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged – as Catholics we believe in putting the needs of others first, as Jesus showed us

Cultural Development – as a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Recognise Catholicism as our faith, a world-wide faith, along with a tolerance and respect of other faiths – we don't just tolerate difference, but celebrate difference as a God-given strength
- Develop an understanding of their social and cultural environment

Development in SMSC will take place across all curriculum areas. S.M.S.C. has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

We also promote the fundamental British values in all we do across the school and beyond. See our British Values policy and statement of British Values.

Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others

- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to extend these skills to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting and loving people who are different because of physical and learning difficulties.
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC include:

- A well planned PSHE programme which is skills and progression based, across the school
- Half-termly whole school 'life skills' are taught and encouraged throughout the whole school
- Whole school weekly 'Statements to Live By' – linked with Catholic faith
- Working together in different groupings and situations – Kagan strategies used to promote pupils as active learners
- A strong emphasis on pupils as 'Independent Learners' – VIP's!
- A strong pupil voice and pupil-led actions eg School Council, Pupil Chaplains, Bully Busters, Prefects, Play Leaders, Head Boy/Girl – elected by the whole school etc
- Half-termly 'Choose Curriculum Days'
- Encouraging the children to behave appropriately at meal times and beyond the classroom
- Taking responsibility from a young age to promote independence e.g. class monitors, prefects, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of Assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians

- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
- Studying the contributions to society that certain famous people have made
- A wide range of extra-curricular clubs, including competitive sports, music, drama, art, baking and even specific groups for vulnerable pupils
- Regular celebration and appreciation of other faiths festivals

Links with the wider community

Visitors are welcomed into our school

Regular visits within community eg Choir singing in Nursing Homes, local supermarkets and Church, visits to local Library and competitions, visits/visitors from local housing/environmental firms to promote community cohesion

A very active FPTA

There are strong links with St Mary's Church and parish. There is a weekly school/parish Mass and parishioners are actively involved in school celebrations and events. We have regular 'Young Families' Masses which are a joint school/Church event. We also have regular family/fun nights as joint fund raising parish/community events.

An active fund raising, child led programme throughout the year.

A link with a contrasting school

The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Children are taught to appreciate and take responsibility for their local environment.

Monitoring and Evaluation

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

- Monitoring of teaching and learning and work scrutiny by PSHE/'Whole Child' Co-ordinator/SLT/Headteacher/Governors.
- Regular discussions and feedback at staff and Governors' meetings
- Audit of Policies and Action Plans
- An AHT is 'whole child' Lead and this links with the School Improvement Plan – reported to Governors
- Sharing of classroom work and practice

Inclusion

The vision of our school reflects our ethos of valuing individuality, as Jesus told us. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

Implementation of Policy

The implementation of this Policy and the planning and teaching of S.M.S.C. is the responsibility of all staff. The co-ordinator for S.M.S.C./the 'whole child' is the Assistant Headteacher. The Governor responsible for S.M.S.C. and RE is Father Nearey and Theresa Golding.

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health, Safety and Welfare Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided for as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

See also the following policies:

PSHE

Anti-Bullying

E-Safety

Safeguarding

Child Protection

Behaviour

Teaching and Learning Policy

British Values Policy and Statement

Prevent Policy

Outcomes

As a Catholic school, we are here primarily to pass on the Catholic faith to our pupils as well as providing an outstanding education in all aspects. Through our strong Catholic ethos, we teach and prepare our pupils as a 'whole child' and not just academically. Our Catholic faith teaches us that we are all made in the image and likeness of God and are all God's children and loved equally. We, therefore, celebrate this and teach everything through the examples given by Jesus. This means that as well as teaching specific aspects of S.M.S.C. within set lessons, we naturally teach all aspects in R.E. teaching as well as within all areas of learning, inside the classroom and beyond.

Date: Updated November 2015

Signed: Chair of Governors

Reviewed: June 2016