



ST TERESA'S CATHOLIC PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (SMSC)

Live, Love, Learn and Grow in St Teresa's Little Way

Rationale

The distinctive nature and religious character of our school presents itself in all aspects of our school life especially in the way we aim to assist the spiritual, moral, social and cultural development of our pupils.

At St. Teresa's we believe that education is a means of proclaiming and revealing the life and teachings of Jesus Christ to our children, so that they may develop fully as human beings and discover purpose and meaning in their lives, now and in the future.

Spirituality is concerned with raising and developing an awareness in each person of a sense of God and the way God acts in our world and in our lives.

Social development in St. Teresa's is concerned with leading children to understand that we are made not only for ourselves but to live with, in and through community. Only in community are we able to live out Gospel values. We believe that good relationships which are based on mutual respect and love are the key to a harmonious environment where all can work together towards the common good. We further believe that what is learned in our school community will enable our children to understand the wider community and their Christian role in society.

Cultural development in St. Teresa's is concerned with the cultures and traditions represented in our school, its immediate environment, our country and the world. As Catholics, we value the wide cultural diversity in the worldwide expression of our beliefs within our own faith worldwide. We believe that it is our duty to lead our children, through the development of respect and understanding, to learn to live with a wider variety of people from different national, cultural, racial and religious backgrounds

Aims

- provide an atmosphere of peace, welcome, friendliness, co-operation and tolerance where every person is valued as a unique and special child of God;
- foster caring relationships between all those who are members of our school community;
- provide a high quality of pastoral care;
- provide the opportunity for every child to achieve their true potential through the experiences which they receive and the knowledge they acquire;
- enable children to develop an understanding and respect for different beliefs and cultures.

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To achieve these aims we will provide in our implicit and explicit curriculum opportunities for children to:

- learn that we, as Catholics, believe that life is a spiritual journey towards God in which we develop our relationship with Him through prayer and worship;
- explore and question their own experiences and interpretations of them in a secure and loving environment;
- respond to and express their reactions to their own inner experience and that of others in a variety of forms;
- have time for quiet reflection, individually or as a member of a group;
- develop a sense of awe, wonder and mystery in the natural world and feel a sense of God in the order and beauty of His Creation;
- develop an appreciation that although we as Catholics believe that we are made in the image and likeness of God different traditions may celebrate the worth of being human in different ways.
- explore and express their innermost thoughts, creativity and imagination and show an awareness and valuing of the feelings and beliefs of others;
- explore how people have expressed their feelings through literature, poetry, art, design, music and dance and learn from this how to express their feelings through their own work;
- come into contact with the beliefs and practices of others through story and festival and by meeting visitors from other faiths;
- develop the beliefs and values of the home and family through the Gospel values and attitudes which we as a school community uphold and foster;
- establish positive school relationships based on tolerance, acceptance, appreciation and respect;
- understand that injustice, aggression or rejection can hurt others;
- think about and reflect on their own lives and explore the lives of people who exemplify qualities which are universally valued.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE, British Values and Circle Time activities.

Spiritual Development

Pupils' **spiritual development** is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning

- Willingness to reflect on their experiences

Promoting Spiritual Development at St Teresa's

- Come and See is the main structure of our RE Curriculum
- With You Always First Communion and Confirmation preparation, living parish and school life
- Links to the parish communities: Harvest Festival, Seasonal Concerts, Family Masses, Termly School Mass, etc
- Children given opportunity to explore and develop relationship with God (and question) through Collective Worship and the everyday life of the school.
- Church visits / Parish Priest visits to school
- Other faiths, visiting speakers or visits to the Jewish Museum
- Ethos, Circle time, SRE, WOW Days, class discussion and responses to global issues researched during Information Station
- Residentials, day trips, use of school grounds
- Intangible ever present ethos in school... quality of interpersonal relationships and welcome that is commented on by all visitors, staff and parents
- Imagination and creativity is promoted e.g. links to Creative Curriculum and Creative RE
- Use of the ARTs; Art, drama, music and role play in RE lessons
- Use of reflective prayer time, including Pick Up and Pray and Advent and Lenten with parents/carers
- Use of Spiritual Garden / outdoor classroom space
- Use of Liturgical Dance
- Advent worships, making of Lenten Promises, celebration of Pentecost, Diwali, Chinese New Year etc. Major events of our Church calendar alongside the major events of other faiths being studied in school.
- Participation in the Hope Journey Cross Factor for Year 2 and 5 in association with our local Community church.
- Faith In Action Award completed for Year Six.
- Weekly attendance at mass alongside the parish.
- All classes complete the Schools Values Challenge where they promote one of our values in the community.

Moral Development

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives and to British values.
- understanding of the consequences of their actions.
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Promoting Moral Development at St Teresa's

- School rules and values visible around school and used to reinforce good behaviour
- Class behaviour charts emphasise good self-control and encourages positive behaviour
- Constant positive reminders of expectations, i.e. right and wrong
- Emphasis on "Doing the little good deeds" and 'being kind' This is a mantra for the whole school and encourages good self-discipline and good moral choices.
- Circle time promotes the awareness of individual rights and responsibilities.
- Ethos statements published weekly in the school newsletter and on display around school.
- Participation in CAFOD events and charity awareness raising and fundraising
- School buddies/prefects as role models for younger pupils
- Everyone treated the equally by staff.

As a school we give an assurance that every child can expect to feel:

- safe

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- happy
- secure
- valued
- listened to
- prayed for and blessed
- equal in the eyes of each other and their God and when they need to be forgiven.

Social Development

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Promoting Social Development at St Teresa's

- Cultural mix of our school enables our pupils to learn about a variety of cultures through their friendships, work and play.
- We promote good social skills, i.e. role modelling, class discussions on celebrating differences : we are all special, we are all different (made in God's image)
- We have mixed ability groups; we have mixed after school clubs.
- We have paired reading (KS2 and KS1 classes), buddy system, friendship bench.
- Pupils volunteer to run the school library, school garden, run fundraising events for the school etc.
- Wherever possible conflicts are dealt with at once and the children are asked to reflect on what has happened and how it can be resolved.
- Children are asked to put themselves in the 'other child's shoes'. Link to the Gospel message; 'Love thy neighbour as thyself.'
- Participation in Parish Masses and events.
- Residential in Year 6 encourages children to become more self-reliant and independent as well as mix with other groups outside of their usual circle of friends and take on challenges and different roles.
- Opportunities to develop skills within the local and wider community and links with other schools, School Council visits, SVP, CAFOD , sporting links with other schools
- Use of our flagpole to mark events around the world. Flag will reflect special events like European Week, World Cup, Queen's Birthday, Pope's inauguration, national feast days (St George's Day, St Andrew's Day etc.)
- Flag also used to highlight specific tragedies in our world and will fly at half-mast to reflect this... i.e. murder of the 132 innocents at Peshawar in Pakistan
- We also gather to remember the fallen of all wars and conflicts on 11 November; 1mins silence is observed, children take part in Remembrance Assembly with parents invited, prayers are said for both sides and world peace is the focus.
- Monthly Community Coffee Mornings organised by Year Six for the community.

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Promoting Cultural Development at St Teresa's

- School Council elections held every year using the a peer voting system; representative are elected and they take on specific roles and they take these roles very seriously
- Student Council visit the Houses of Parliament every year ensuring that they meet up with our local MP.
- A wide range of activities are planned within the curriculum and extracurricular sporting events, trips, music and drama productions, choir, etc.
- Inclusion Award winners
- Healthy School Status
- Commonwealth/Olympic Week: every two years depending on the main festival the whole school celebrates these international events and participates in a phenomenally wide range of sporting activities
- ARTs week when Parents invited into school to take part in activities with the children
- Celebrate other cultural events i.e. Chinese New Year, Diwali, etc.
- Circle Times / Ethos – being special, same but different
- Taking part in 'events' with other communities and Catholic community events e.g. Good Shepherd,
- Studying an 'artist' from another country/culture and discussing their influence
- School choir participates in annual Cafod concert and Young Voices at the MEN
- Participation in special projects and Enterprise projects
- Charity work throughout the year which supports local, regional, national and international charities and children having the opportunity to decide which charity and how to raise funds. The children usually support the following charities through the year(s):
- CAFOD (international)
- SVP (Local and regional)
- The Brick and Skelmersdale Food Bank
- Good Shepherd Collection (Regional... Catholic Care)
- BBC Children in Need (National)
- Red Nose Day (National/International)
- British Legion Poppy Appeal (National/Regional)
- Breast Cancer Research (National)
- Macmillan Cancer Research (National)
- Jeans for Genes (National)
- Save the Children (National)
- We also gather to remember the fallen of all wars and conflicts on 11 November; 1mins silence is observed, children take part in a Remembrance assembly with parents invited. Children contribute to ecumenical services.
- Study of other faiths in RE, visit Jewish Centre, Mosque etc.

British Values

Each half term at St. Teresa's we dedicate one afternoon specifically to one of the 'British Values'. The children complete differentiated activities throughout the afternoon connected with this 'value' and work is produced to show their understanding.

This policy was approved by Governors January 2018 and will be updated annually.