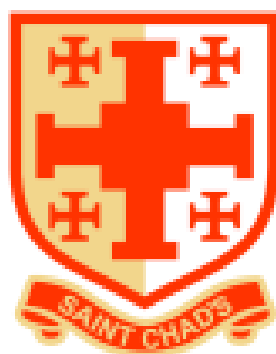# St. Chad's Catholic Primary School

Spiritual, Moral, Social and Cultural Policy

The Board of Directors formally adopted this policy with effect from 1st June 2020

It will be reviewed in 2021

Signature ……………………… Head Teacher   Date …………………

Signature ……………………… Chair of Directors   Date …………………

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT POLICY

Rationale

At St Chad's Catholic Primary School, pupils' spiritual, moral, social and cultural development (SMSC) is a whole school issue, underpinned by the school's distinctive Catholic character, collective worship and Christian values exemplified in the Beatitudes, and within the modern day Beatitudes of Pope Francis:

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

General Aims

- To ensure that everyone connected with the school is aware of our core Christian values and general aims and principles.
- To ensure a consistent approach to the delivery of SMSC issues through collective worship, the curriulum and the general life of the school.
- To ensure that a pupil's eductaion is set within a context that is meaniful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.

Defining spirtual, moral, social and cultural development

Pupils' spiritual development is shown by their:

- ability to engage with the big questions of purpose and meaning
- ability to be reflective about their beliefs, religious or otherwise, which inform their perspective on life and their intereset in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativeity in their learning
- willingness to reflect on their experiences.

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
- understanding of Catholic gospel vlaues and how these impact on their behaviour, For example, respect
- understanding of the consequences of their behaviour and actions

- ability to recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- their ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialsing with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to particpate in avariety of communities and social settings
- willingness to volunteer and cooperate with others
- ability to resolve conflicts effectively
- interest in, an dunderstanding of, the way commntities and societies function at a variety of levels
- ability to accept and engage with the fundemental British values of demoracy, the rule of law, indiviudal liberty and mutal respect and tolerance of those with different faiths and beliefs
- abiity to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute posively to life in modern Britain

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- understanding of their cultural heritage including an understanding of the Catholic values
- knowledge of Britain's democratic parliamentary system and its central role in shaping our cultural history and values
- willingness to participate in, and respond to, for example, artistic, musical sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring and improving their understanding of, and showing respect for cultural diversity
- their ability to understand, accept, respect and celebrate diversity, as shown by their attitudes and respect for different religious, ethnic and socio-economic groups in the local, national and global communities

Pupils' spiritual, moral, social and cultural development at St Chad's Catholic primary School

We aim to encourage the spiritual. Moral, social and cultural development of our children and actively promote our key Catholic values, which underpin our distinctive Catholic character. Our most distinctive characteristics are:

- Courage
- Friendship
- Love
- Reconciliation
- Respect

Collective worship and all curriculum areas have an important contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in to each area of the curriculum.

The school community will be a place where pupils can find acceptance for themselves and where forgiveness and the opportunity to start again is fundamental to the distinctive character of the school.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognized, and pupils will be given access to alternative views. We aim to provide a safe learning environment where all pupils can flourish.

All adults will model and promote expected behavior, treating all people as unique and valuable individuals in the sight of Good and sowing respect for pupils and their families.

Pupils will 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. They should understand the need for rules and the need to abide by rules for the good of everyone.

School and classroom rules and values should reflect, reiterate, promote and reward acceptable behavior and provide opportunities to celebrate pupils' work and achievements.

We aim to ensure that everyone connected to the school is aware of the school's distinctive Christian character and values and that all adults model and promote exemplary behavior based on distinctive Christian values.

Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance and understanding that while different people may hold different views about what 'right' and 'wrong', all people living in England are subjects to its law.

We recognise that not all members of the school community will be practicing Christians, however all staff understand and empathise with our distinctive Christian character. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significantly important part in their ability to learn and achieve.

We therefore aim to provide an education that gives all people opportunities to –

Spiritually:
- form and maintain positive relationships with other children and adults
- foster their emotional life and enable them to express their feelings
- experience moments of stillness and reflection
- gain an appreciation of the intangible – for example, beauty, truth, love, goodness
- grow in self esteem
- form and maintain worthwhile and satisfying relationships

- to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- develop an understanding of the importance of reflection and worship
- recognise and reflect on Christian approaches to spiritual development
- explore the gifts and fruits of the spirit
- reflect on, consider and celebrate the wonders and mysteries of life, the world and the whole of creation
- discuss beliefs, feelings, values and responses to personal experiences
- appreciate human aspirations and achievements
- develop a capacity for critical and independent thought
- ensure that the integrity and spirituality of pupils from all faith backgrounds is respected and explored

Morally:

- reflect on Christian values and how they have an impact on their own lives
- develop an understanding of personal, moral and religious values
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives
- develop an ability to distinguish right and wrong, based on a knowledge of the moral codes of their own and others cultures.
- have confidence to act consistently in accordance with their own principles
- think through the consequences of their own and others' actions
  express their views on ethical issues and personal values
- make responsible and reasoned judgements on moral dilemmas
- have a commitment to personal values in areas which are considered right by some and wrong by others.
- have a respect for others' needs, interests and feelings, as well as their own
- to respect the environments in which they live
  explore their own and others' views
- explore and develop their values and beliefs, spiritual awareness
- understand the need to review and re-assess their values, codes and principles in the light of experience
- have high standards of personal behavior
- explore social and moral issues, and develop a sense of social and moral responsibility
- develop an understanding of why all people living in England are subject to its laws
- have a positive caring attitude towards other people

Socially:

- adjust to a range of social contexts by appropriate and sensitive behavior

- relate well to others people's social skills and personal qualities
- work, successfully, as a member of a group or team
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibility of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- understand the law, parliament and the judicial systems of the country
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society

Culturally:

- recognise the value and richness of cultural diversity in the UK and how the influence on individuals and society
- develop an understanding of their individual and group identity, their social and cultural environment
- gain an appreciation of the many cultures that enrich our society
- recognise and understand their own cultural assumptions and values
- understand the influences which have shaped their own cultural heritage
- gain an understanding of the dynamic, evolutionary nature of cultures
- appreciate the richness of cultural diversity and accord dignity and respect to other people's values and beliefs
- challenge racism and value racial equality
- be open to new ideas and a willingness to modify cultural values in the light of experience
- use language and understand and images/icons, for example, in music, art, literature, which have significance and meaning in a culture
- participate in, and to respond to, artistic and cultural enterprises
- gain a sense of personal enrichment through encounter with cultural media and traditions from a range if cultures
- have regard for the heights of human achievement in all cultures and societies
- gain an appreciation of the diversity of human achievement in all cultures and societies
- gain an appreciation of the diversity and interdependence of cultures
- understand that Catholicism is a multi-cultural world faith
- understand and respect difference and diversity within local, national and global faith communities
- have an understanding of their social and cultural traditions
- develop an understanding of UK's local, national, European, Commonwealth and global dimensions
- understand the role of the Catholic church at local, national and international levels

The Curriculum;

At St. Chad's Catholic Primary School all areas of the curriculum and collective worship will be underpinned by our distinctive Catholic character and will contribute to the spiritual moral social and cultural development of pupils and promote both Christian and British Values (within this Gospel values context):

- School expectations will promote the development of aspiration, self-awareness and personal responsibility
- All curriculum areas will use examples, illustrations and images to reflect a wide range of cultural diversity
- All displays will encourage reflection and respect for diversity of cultures
- School policies promote equality of access and opportunity for all pupils
- Activities which encourage the development of initiative and understanding of living in a diverse community
- Visitors will be chosen to provide positive role models for all pupils
- Ceremonies and celebrations will promote the recognition of individual worth, spiritual awareness and reflective attitude to life experiences
- All colleagues will promote and demonstrate our school's Catholic values
- All subject leaders will ensure that pupils' SMSC development and opportunities to encourage British values will be clearly outlined in staff curriculum planning.

Spiritual Development is encouraged through:

- The Christian values and attitudes the school upholds and identifies
- The agree common courtesies that the school has collectively adopted
- Religious Education; acts of collective worship and other assemblies
- The general ethos and climate of the school
- A culture of listening and valuing the opinion of others

Moral Development is encouraged through:

- The behavior, sanctions and rewards policy
- Acts of worship, Religious Education and PSHE
- Swiftly dealing with issues of injustice and discrimination; involving the pupils in the decision making where possible
- Providing a safe working environment in which pupils can express their views and opinions
- Modelling through relationships and interactions, the principles we wish to promote
- Encouraging pupils to take responsibility for their own actions and correct their behavior as appropriate
- Acknowledging, praising and rewarding good behavior
- Recognising a moral view that engages pupils to help those less fortunate through charitable events and giving

Social Development is encouraged through:

- Encouraging a sense of community
- Collective worship, assemblies, PSHE and Religious Education
- Providing opportunities for pupils to work in a variety of social groupings, both in and out of class and across the whole school
- Providing a full range of extracurricular activities and sport
- Providing positive whole school experiences such as school productions, music events, worship, assemblies, award and prize giving, residential opportunities, and enrichment experiences
- Providing opportunities to attend cultural events outside of the school not normally part of the academic curriculum
- Encouraging pupils to develop valuable personal qualities: thoughtfulness, honesty, respect
- Helping pupils resolve tensions and conflict
- Encouraging pupils resolve tensions and conflict
- Encouraging pupils to express their view about their school and how it can be improved e.g. Pupil Voice

Cultural Development is encouraged through:

- Engaging in and celebrating the rights, rituals and practice within the Catholic tradition
- A celebration of our pupils' individual gifts and talents
- Raising awareness of other cultures through collective worship, assemblies, religious education, history and modern foreign language.
- Providing opportunities for cultural exchange
- Providing opportunities for visits that aim to explore language, history, the legal system and cultural achievement
- Providing opportunities to take part in cultural events such as drama productions, musical events
- Reporting incidents of racism and prejudice appropriately

Monitoring and Evaluation

Provision for SMSC and the promotion of British values is audited, monitored and reviewed on a regular basis, through the monitoring of teaching.

This is achieved by:

- Curriculum subject leaders who identify aspects within their subjects to be included in teacher planning. The monitoring of teacher's planning and their evaluations and assessments
- Subject leaders will monitor resource provision, identifying shortfalls
- The PSHE leader works in partnership with the Religious Education and other subject leaders
- The Headteacher will have oversight of this policy and monitor the provision of SMSC
- Any resources are purchased as the need arises

Visits and Visitors

Visits play an important part in the spiritual, moral, social and cultural development of pupils. Of particular benefit are visits to places of worship, places of natural beauty or special scientific interest

Teachers should be aware of the school's Health and Safety Policy, especially when taking pupils on visits

Equal opportunities

St. Chad's Catholic Primary School is committed to a policy of equal opportunities for all pupils. Spiritual, moral, social and cultural development is an entitlement for all pupils regardless of their own particular belief or lack of belief.

Assessment, Recording and Reporting

While this aspect of the pupil's development is important, it is inappropriate to make judgements on an individual's spiritual development. It is the provision that is recorded and monitored.

Policy Review

This policy for pupil's spiritual, moral, social and cultural development is kept under review by the Board of Directors.