

# St Catherine's Catholic Primary School

“Loving and Learning together as Jesus taught us”



**St Catherine's Catholic Primary School**

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## Spiritual, Moral, Social and Cultural Policy

Date of policy: November 2014

Next review: November 2016

Policy written by: Mary Ainger (Deputy Headteacher & SMSC Leader)

Policy reviewed & passed by: Governing Body

## Mission Statement

### ***Loving and learning together as Jesus taught us.***

*We the members of St. Catherine's School aim:*

- *to enrich the experience of belonging to a community based on the teachings of the Catholic Church*
- *to recognise our own self worth*
- *to respect and value the other beliefs within the world in which we live and grow.*

*Our School is one where:*

- *children, staff, parents, parish and community all support each other*
- *prayer, worship and liturgy are the foundations of our faith*
- *a happy and caring environment is created*
- *learning is stimulated and enhanced*
- *our children are prepared to form meaningful relationships to face the wider demands of adult citizenship.*

*Each member is valued as a unique individual and given the opportunity to develop his/her full potential, spiritually, emotionally, physically and academically.*

Our school mission statement clearly demonstrates how much the school is dedicated to creating opportunities, within a supportive environment, to guide our pupils in their spiritual, moral, social and cultural development during their time at St. Catherine's School. As a Catholic school we seek to promote the Christian values of friendship, compassion and forgiveness. The quality of relationships and the atmosphere within the school reflect an appreciation of our shared values.

## **POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (S.M.S.C.)**

1.

### **Introduction**

1.1

At St Catherine's 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.

1.2

The National curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

1.3

These two aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.4

Christian values, principles and spirituality will be explored throughout the 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.

1.5

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.

1.6

Children should understand the need for rules and the need to abide by rules for the good of everyone. The three school rules, “Be kind, be careful, work hard,” reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil’s work and achievements.

1.7

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.

2.

### **Aims of S.M.S.C.**

2.1

To ensure that everyone connected with the school is aware of our values and principles.

2.2

To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3

To ensure that a child’s education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4

To ensure that children know what is expected of them and why.

2.5

To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.6

To enable children to develop an understanding of their individual and group identity.

2.7

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.

2.8

To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

3.

### **Learning and Teaching**

3.1

**Spiritual Development** - As a Catholic School we strive to support the children in the development of their spiritual life, so that through reflection, they will acquire insights and attribute meaning and purpose to personal existence. The children’s needs are fostered and developed through learning opportunities that will enable children to:

- Sustain their self esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences

- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

### 3.2

**Moral Development** - At the heart of the Church's and the school's moral teaching lays the understanding that we love because we are first loved by God. We are called to reflect God's love for us in our relationships with others. We aim to develop an understanding of moral behaviour in line with our mission statement which enables our children to live out the gospel value of love in many ways such as forgiveness, freedom, tolerance, respect and relationships. As a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Recognise the challenge of religious teaching
- 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
- Recognise that love is at the heart of the Catholic understanding of morality
- All members of the school community strive to provide positive role models
- Learn in an open safe learning environment in which all members are encouraged to express their views and make decision on 'moral grounds'
- Adhere to our rules as a point of principle and not out of fear of sanctions.

St. Catherine's promotes the moral development of the children having consensus of values that are stated clearly and owned by everyone. It is vital there is a consistency in our approach. Opportunities to promote moral development are provided during Circle Time and The School Council.

At St. Catherine's our Moral Code is underpinned by our Six Golden Rules.

### 3.3

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged.

### 3.4

**Cultural Development-** At St Catherine's cultural development is the increasing understanding and command of those beliefs, values and customs, knowledge and skill which taken together form the basis of identity and cohesion in societies and groups. The children need to appreciate the distinctive features of their own culture and those of others. This will help the children to answer the questions "Who am I?" and "Where do I fit in?"

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 Christianity as a worldwide faith.
- Develop an understanding of their social and cultural environment.

### 3.5

Development in SMSC will take place across all curriculum areas. SMSC 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.

### 3.6

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

### 3.7

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

## 4.

### **Links with the wider community**

- Visitors are welcomed into our school
- Links with our two parish churches church are fostered. The priests visit on a regular basis to lead services, celebrate mass and for both parental and child centred meditation
- Visits to Westminster Cathedral are arranged to support the understanding of a wider Christian community.
- Visits to a local synagogue
- The school supports the work of a variety of charities CAFOD, Missio, Catholic Children's Society, HAB to name just a few.
- 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 will be taught to appreciate and take responsibility for their local environment.

## 5.

### **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 RE/PSHE coordinator/head teacher/ SLT/ governors.
- Regular discussions at staff and governors' meetings
- Audit of policies
- Sharing of classroom work and practice

## 6.

### **Inclusion**

The aims of our school, enabling each child to...."reach their full potential" reflects our ethos of valuing individuality. 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.

## 7.

## **Implementation of Policy**

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the Deputy Head teacher.

### ***Related Policies***

- Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.
- The Religious Education Policy states the outcome of Religious Education is ‘religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to reflect spiritually, think ethically, and theologically, and who are aware of the demands of religious commitment in everyday life.’
- The Equality Plan states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff is committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.
- The Health and Safety 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 or as an integral part of every lesson. Our staff is experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.
- The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

## **Opportunities for Spiritual, Moral, Social and Cultural Development**

At St. Catherine’s we seek to promote the spiritual, moral, social and cultural development of our children through several approaches. For example:

- Through what is taught –

In addition to Religious Education, Spiritual and Moral Development are an integral part of the delivery of the curriculum. Each subject area provides a range of different learning situations and content which has an impact on this development. Some distinct units of the PSHE (SEAL) and Citizenship programme target Spiritual and Morality and therefore have a clear role to play in this respect.

- Through how it is taught –

This is particularly through the approaches taken, for example, critical thinking i.e. skills of analysis, evaluation and reflection. Discussion and debate, participation and developing appropriate values, qualities and attitudes.

## **The General life of the school**

Programmes, groups and special events promote the spiritual, moral, social and cultural development of the children.

- House system
- School Council
- Links with our two parishes
- Charity and voluntary work
- Celebration Assembly
- Prayer Services
- Learning Mentor

- Retreats/Residential visits (Gilwell Park/ Osmington Bay)
- Visits and visitors bring a sense of 'awe and wonder'

The daily act of Collective Worship is planned to provide all our children with the opportunity to take an active role in 'spiritual/moral' discussion. Time is given to prayer and reflection.

The School Newsletter and Website provide excellent mediums for effective recognition, throughout the community, of everyone's efforts and achievements in many areas of school life. [www.gridmaker](http://www.gridmaker)

Encouraging children and staff to give praise and show appreciation is a key factor in living out the Gospel values and thus sustaining a good ethos. Many unplanned opportunities, especially for spiritual development, occur and we recognise the importance of acknowledging these moments, as we are aware they can have a profound effect on individuals.

**Review: November 2016**