



Spiritual, Moral, Social and Cultural Policy 2024

Through Christ we believe, inspire, achieve.

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1. Rationale

The spiritual, moral, social and cultural (SMSC) development of our pupils is paramount. It encompasses every aspect of school life and is a daily occurrence. Our collective worship, both assemblies and individual class worship, promote SMSC for each child.

The class teacher is a vital resource, who encourages positive attitudes in the classroom and is seen as the main role model concerning moral development. A teacher ensures that each child has an enriching and secure environment, where they feel safe to ask questions concerning their own search for spirituality.

At English Martyrs, we recognise that at the core of the *Come and See* programme is our children's spiritual, moral, social and cultural development. Through the three basic human questions explored during the year (Where do I come from? Who am I? and Why am I here?), we acknowledge that the essence of spiritual growth is to be able to answer these three questions and to discover and ask the questions in the first place. It is through the class teacher's guidance that children discover how to ask these three important questions.

To us, spiritual development is 'an exploration into what is involved in becoming fully human'.

2. Policy for Spiritual Development:

2.1 Aims

- That our climate and ethos encourage children to ask and make sense of their questions concerning spirituality.
- That through the three main areas of school life - ethos, collective worship and all subjects of the curriculum, we, as teachers, will re-affirm and put into practise our own spiritual development

2.2 Objectives

- To explore personal and community prayer
- To take part in quiet times of reflection
- To develop a sense of God's presence permeating the life of the school
- To hear and respond to the Good News through Scripture
- To develop a sense of awe and wonder
- To express personal views and insights

Some of the curricular and extracurricular activities to support spiritual development are:

- Art
- Music
- Mindfulness
- Relationships, Sex and Health Education
- Liturgies where children become aware of entering into the presence of God.
- Large group and class collective worship, providing range and quality to prayer life.
- Effective use of the *Come and See* programme.
- Participation and active response encouraged through involvement in the planning, leadership and evaluation of worship, providing opportunities for reflection and exploration of their own beliefs.
- Celebration of Mass on Feast/Holy Days (KS1&2 pupils)
- Off-site retreat day
- Parish family Masses

- School supporting the parish 'With You Always' sacramental preparation programme
- Staff reflections as part of staff INSET
- Staff reflections on weekly briefing email

3. Policy for Moral Development:

For us, "Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong".

"Love one another as I have loved you." John 13:34

3.1 Aims

- That we provide a moral framework based on Gospel values and the teachings of the Church through which children develop a sense of morality.
- That through the three main areas of school life - ethos, collective worship and all subjects of the curriculum, we, as teachers, will re-affirm and put into practise our own moral development.

3.2 Objectives

- love is at the heart of the Catholic understanding of morality
- morality touches all aspects of the curriculum
- every free human action has a negative or positive influence on life
- individuals are created free by God to choose what is right or wrong
- we, as a church dislike the sin but love the sinner

Some of the curricular and extra-curricular activities to support moral development are:

- Art
- Music
- Mindfulness
- Relationships, Sex and Health Education
- Effective use of the *Come and See* curriculum.
- Groups of children work with the school learning mentor to aid development of a moral code of conduct.
- Emotional Intelligence embedded throughout school life
- School Council
- Trained year 5/6 Play buddies on Reception and Key Stage One playground
- Trained year 5/6 peer mediators on Key Stage One playground
- Sports Clubs
- Class and school reward systems including Star of the Week and Star of the Term and class dojos
- School Behaviour Policy

4. Policy for Social And Cultural Development

Our understanding of social and cultural education is based on the Gospel teaching of justice, freedom and peace.

4.1 Aims

To promote social and cultural development.

4.2 Objectives

In order to promote social and cultural development we provide opportunities for pupils to:

- develop an understanding of their individual and group identity

- learn about service in the school and wider community
- develop their roles as citizens
- begin to understand the Christian responsibility for social justice concern for the less fortunate
- be taught to appreciate their local environment and to develop a sense of responsibility
- recognise the value and richness of cultural diversity in Merseyside, Britain, and the world and how these influence individuals and society

We want the children to grow in understanding and respect for the beliefs of others in order to promote peace in our world. The *Come and See* programme acknowledges that we live in a multi-faith, multi-cultural society and makes links with the experience of other faiths. Twice a year, one week of Religious Education curriculum time spent exploring the experience of other faith traditions. We explore Judaism and Islam which are enriched by visitors from other faiths or trips to places of worship.

Study of Judaism and Islam takes place for a week of Religious Education curriculum time during the school year, as part of the *Come and See* programme of study. Some of the curricular and extra-curricular activities to support moral development are:

- Art
- Music
- PSHE
- Relationships, Sex and Health Education
- Visitors are encouraged and welcomed into school to enhance the pupil's understanding of the wider community such as speakers from CAFOD and other charities.
- Trained play buddies and peer mediators on Key Stage One playground
- School council fundraising, other charitable acts (CAFOD, local foodbanks, Nugent Care)
- Groups of children work with the school learning mentor to aid development social and emotional wellbeing.
- Weekly whole school Star of the Week assembly to promote examples of good citizenship.

5. Monitoring and Evaluation

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

- Pupil voice
- Monitoring of lesson plans, teaching and learning and books , by RE Co-ordinators and SLT
- Regular discussion at staff and governors' meetings
- Sharing of classroom work and practice
- Regular inclusion on School Improvement Plan