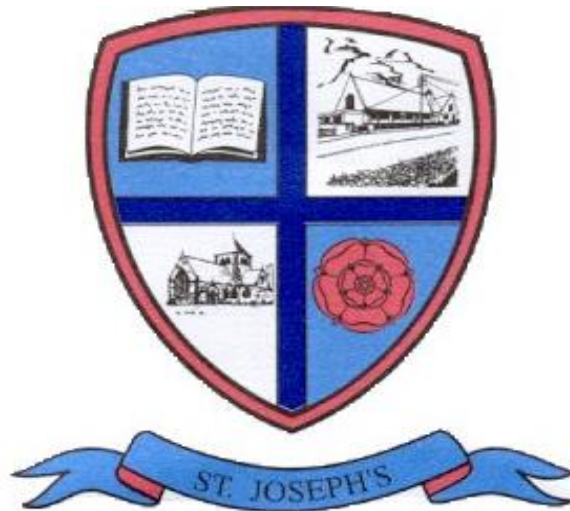


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

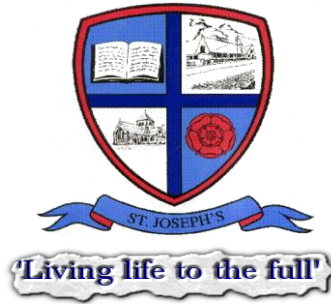


SMSC POLICY

(Spiritual, Moral, Social and Cultural Education)

Reviewed: September 2021

To be reviewed: September 2023



St. Joseph's Catholic Primary School Wrightington
SMSC POLICY

What is Spiritual, Moral, Social and Cultural Education?

The Spiritual Development of children is shown by their:

- ❖ Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths;
- ❖ 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.

The Moral Development of children is shown by their:

- ❖ Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
- ❖ To have a respect for the civil and criminal law of England ;
- ❖ Understanding of the consequences of their behaviour;
- ❖ Interest in investigating, and offering reasoned views about, moral and ethical issues;
- ❖ Be able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children 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 social settings, cooperating well with others and being able to resolve conflicts effectively;
- ❖ Willingness to volunteer;
- ❖ Interest in, and understanding of, the way communities and societies function at a variety of levels;
- ❖ Acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- ❖ Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- ❖ Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- ❖ Understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- ❖ Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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 PSHEE, RE and Circle Time activities.

How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school:

| Spiritual Development | |
|---|---|
| Provision | How it is evidenced |
| Religious Education curriculum | RE curriculum plans, including teaching about other faiths. |
| Assemblies/Opportunities for quiet reflection | Visiting Places of Worship Year 6 retreat to Animate Whole school assemblies and celebrations of stars of the week and published in school newsletter |
| Outdoor education | Outdoor learning Our Forest School |
| Whole school Values | Residential visits Class assemblies celebrating different religions, Saints and other significant celebration Harvest, Christmas and Easter celebrations Class worships Stay and Pray Church visits Nurture groups Time to reflect upon learning and experiences |

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- ❖ Curiosity and questions
- ❖ Awe and wonder
- ❖ Connection and belonging
- ❖ Heightened self-awareness
- ❖ Prayer and worship
- ❖ Deep feelings of what is felt to be ultimately important
- ❖ A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

| Moral Development | |
|---|---|
| Provision | How it is evidenced |
| School Behaviour Policy and Code of Conduct | Regular reviews of Behaviour Nurture groups |
| Religious Education curriculum | Celebrations of children achieving Anti-bullying activities and Anti-bullying week E-Safety teaching Whole school Assemblies and the explicit discussion of school values Weekly celebration of ‘You’ve been noticed’ cards with children in assembly Circle times |
| Pupil Voice | Child participation in a range of pupil groups: School Council, Buddies, Playground Care Team, Eco Committee and Squabble Busters |
| Philosophy for Children | Charity appeals Singing at Don Orione Nursing home |
| Taking part in Charitable projects | Nugent Care Advent Service Rock FM: Cash for Kids, The Brick CAFOD, Heartbeat Mission Today |

We support children to:

- ❖ Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- ❖ Develop an ability to think through the consequences of their own and others' actions
- ❖ Have an ability to make responsible and reasoned judgements
- ❖ Ensure a commitment to personal values
- ❖ Have respect for others' needs, interests and feelings, as well as their own
- ❖ Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- ❖ Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- ❖ Promoting racial, religious and other forms of equality;
- ❖ Giving pupils opportunities across the curriculum to explore and develop moral concepts and values for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- ❖ Developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- ❖ Rewarding expressions of moral insights and good behaviour;
- ❖ Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- ❖ Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour;
- ❖ Providing models of moral virtue through literature, humanities, sciences, arts and assemblies;
- ❖ Reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

| Social Development | |
|---------------------------------------|---|
| Provision | How it is evidenced |
| PSHE Curriculum | Implementation of Family Links through class circle times |
| Working together in teams/Pupil Voice | Pupil Groups including: School Council, Squabble Busters, Care Team, Eco Council Dads and Lads, Families in the forest, Family lunches, BERT / Reading Champions Playground leaders Class Buddies Participation in Charity Residential visits in year 5 and 6 |
| Extra curricular activities | Educational visits-Year 6 annual trip to Houses of Parliament Extra Curricular activities including: Sports clubs led by Sports Direct, choir, netball, football, cricket, newspaper, culture, gardening , textiles, chess, computing, homework, debate, Digital Leaders, French and chicken clubs |
| The Arts Curriculum | Participation in Music events: Singing and Don Orione, Young Voices concert, Summer singing extravaganza! |
| Outdoor Education | |
| PE curriculum | Forest Schools |
| Cross phase working | Participation in Sporting events School house sports competitions Transition visits |

At St Joseph’s Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- ❖ Adjust to a range of social contexts by appropriate and sensitive behaviour;
- ❖ Relate well to other people’s social skills and personal qualities;
- ❖ Work successfully, as a member of a group or team;
- ❖ Share views and opinions with others;
- ❖ Resolve conflicts maturely and appropriately;
- ❖ Reflect on their own contribution to society;
- ❖ Show respect for people, living things, property and the environment;
- ❖ Exercise responsibility;
- ❖ Understand how societies function and are organised in structures such as the family, the school ;
- ❖ Understand the notion of interdependence in an increasingly complex society;

Our school develops pupil social development by:

- ❖ Identifying key values and principles on which school and community life is based;
- ❖ Fostering a sense of community, with common, inclusive values;
- ❖ Promoting racial, religious and other forms of equality;
- ❖ Encouraging pupils to work co-operatively;
- ❖ Encouraging pupils to recognise and respect social differences and similarities;
- ❖ Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions;
- ❖ Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs;
- ❖ Providing opportunities for engaging in the democratic process and participating in community life;
- ❖ Providing opportunities for pupils to exercise leadership and responsibility;
- ❖ Providing positive and effective links with the world of work and the wider community.

| Cultural Development | |
|---------------------------|--|
| Provision | How it is evidenced |
| School Visits | School visits to museums, galleries, concerts, theatre visits |
| Participation in the Arts | Meeting authors Arts weeks / projects |
| Arts Curriculum | History theme days – World War 1 Day Evacuee Day/Victorian Day Opportunities to take part in school productions /Performances All children Y1-Y6 taught by class teachers music using Charanga planning and resources Visits from people of different cultures Visits from police Visit from fire Service Visits from former pupils |
| MFL | MFL teaching Spanish Club European day of Languages celebration |

Cultural Development allows children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- ❖ An ability to reflect on important questions of meaning and identity;
- ❖ An interest in exploring the relationship between human beings and the environment.

Our school develops cultural development by:

- ❖ Extending pupils' knowledge and use of cultural imagery and language;
- ❖ Encouraging them to think about special events in life and how they are celebrated;
- ❖ Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- ❖ Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.