



All Saints' Roman Catholic Primary School
Spiritual, Moral, Social and Cultural Policy (SMSC).

Mission Statement

'Living our Faith, Learning in Love'

Introduction

At All Saints', we recognise that the personal development of pupils, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve. We strive to ensure the beliefs and values of the Catholic Church permeate every aspect of the learning experience. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- The importance of the dignity of all people,
- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of social and cultural traditions and
- an appreciation of the diversity and richness of all God's family.

As a school, we have a duty to provide a positive influence whilst at the same time allowing children freedom of expression and the ability to reach decisions for themselves. The example set by adults in the school and the quality of relationships is of importance in promoting spiritual, moral, social and cultural development.

Spiritual, moral, social and cultural development will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire children through the enthusiasm for and modelling of learning. Teachers will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

Spiritual Development

As a Catholic community we believe that spiritual growth is the process of becoming more and more like Jesus Christ. When we place our faith in Jesus, the Holy Spirit begins the process of making us more like Him, conforming us to His image. Spiritual growth is

described in Peter 1:3-8, which tells us that by God's power we have “everything we need” to live lives of godliness, which is the goal of spiritual growth.

As a school we aim to provide 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 .

Moral Development

Moral development is about the building of a framework of moral values, which regulates pupils' personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about gaining an understanding the range of views and the reason for the range. It is also about developing an opinion about the different views.

As a school we aim to provide learning opportunities to enable children to:

- recognise the unique value of each individual,
- 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,
- take action for justice,
- make informed and independent judgments.

Social Development

Social development is about children working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It involves growth in knowledge and understanding of society in all aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles, responsibilities and life as a citizen, parent or worker in the community. It also involves the development of the inter-personal skills necessary for successful relationships.

As a school we aim to promote opportunities that will enable children to:

- identify key values on which school life is based,
- develop an understanding of their individual and group identity
- develop an 'I can' approach
- exercise leadership and responsibility
- develop a sense of community, with common, inclusive values ,
- promote racial, religious and other forms of equality,
- work co-operatively,
- learn about service in the school and wider community and
- develop personal qualities, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.

Cultural Development

Cultural development is about children understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding the cultures represented in Europe and elsewhere in the world. It is about understanding that cultures are always changing and coping with change. Promoting children's cultural development is intimately linked with attempts to value cultural diversity and to prevent racism.

As a school we aim to provide learning opportunities to enable children to:

- recognise the value and richness of cultural diversity in Britain and how these influence individuals and society,

- develop an understanding of their social and cultural environment,
- develop and understanding of Britain's local, national, European, Commonwealth and global dimensions,
- encourage the involvement of parents and carers in cultural development ,
- extend their knowledge and use of cultural imagery and language ,
- think about special events in life and how they are celebrated and
- recognise and nurture gifts and talents.

Teaching and Organisation

Development will take place across all curriculum areas, within activities that encourage children to recognize the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle.

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

Links with the wider community:

- All visitors are welcomed to the school – these include religious figures, authors, sports coaches, specialist teachers, drama companies and a range of different workshops
- Links with local places of worship are fostered through children visiting and visitors coming into school
- The development of a strong home school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil (newsletters, school website, parent workshops, parent helpers for reading support and helping on educational visits
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility.

Teaching SMSC to children with special educational needs

At our school we teach SMSC to all children, whatever their ability. SMSC forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our SMSC teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Monitoring and Evaluation

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. On a termly basis all staff will discuss and evaluate practice.

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Policy to be review annually – next review Jan 2020

This policy is to be reviewed annually