

# St William of York Catholic Primary School



## Spiritual, Moral, Social & Cultural Development Policies

Signed \_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Head Teacher

Date: 3<sup>rd</sup> March 2022

Review date: March 2024

# **Policy for Spiritual, Moral, Social & Cultural Development**

**“Together Everyone Achieves More”.**

The spiritual, moral, social and cultural (SMSC) development of our pupils is of utmost importance. It encompasses every aspect of school life and is a daily occurrence. Our collective worship as a whole school, key stages and individual class worship, promote SMSC for each child.

All staff in school (teaching and non-teaching) are a vital resource, who encourage positive attitudes in the classroom and around school and are seen as the main role model concerning moral development. In the classroom, the 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 St. William of York, we recognise that the core of ‘Come and See’ 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 heart 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.

As a Catholic School, we provide;

*‘A Catholic curriculum, one that uses not only R.E lessons but other curriculum areas to lead children into an encounter with God’.*

- *Religious Education Curriculum Directory*

# **Policy for Spiritual Development**

## **Introduction**

Spiritual education helps children to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing the non-material dimension to life and the intimations of an enduring reality. Spiritual is not synonymous with religious: all areas of the curriculum may contribute to the pupils' spiritual development.

## **Aims**

- That our environment and ethos encourage children to ask and make sense of their questions concerning spirituality.
- That we promote teaching styles which value pupils and their questions and give them space for their own thoughts, ideas and concerns.
- That we enable pupils to make connections between aspects of their learning.
- That we give our pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives.
- To support pupils who already have religious beliefs to develop these beliefs in ways, which are personal and relevant to them.
- To encourage pupils to explore and develop what animates themselves and others.
- To encourage pupils to reflect and learn from reflection.
- To give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- To develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- To accommodate differences and respect the integrity of individuals.
- That through the three main areas of school life- ethos, collective worship and all subjects of the curriculum, we, as teachers, will reaffirm and put into practise our own spiritual development.

## **We enhance Spiritual Development through;**

- Encouraging our children to engage in activities that involve listening, discussing and reflecting.
- Allowing our children to express personal views and insights.
- Giving the opportunity to engage in activities which involve questioning, valuing, creating, envisioning, empathising and imagining.
- Reflecting on values, experience and attitudes of others in other subjects as well as R.E e.g. in discussion of History/ Geography/ Environmental Issues/ through story and drama in Literacy/ attitudes and fairness in P.E/ circle time activities and SEAL sessions in PSHE.
- Providing opportunities to understand and reflect on the physical world of God's creation through R.E, maths, DT and science as well as outdoor sessions, assemblies and Collective Worship.
- Allowing children to explore their own feelings and emotions and to express them through personal and community prayer and in their work through poetry, musical composition, creative arts, dance and prayers.
- Encouraging children to recognise God's presence in their work and lives, giving thanks to God for their gifts and talents, to celebrate and appreciate one another's abilities and achievements- good work assembly, prayer times.
- Developing/enhancing the children's appreciation for beauty, truth, love, goodness and wonder.
- Hearing and responding to the Good News through scripture.
- Developing a sense of awe and wonder.

## **Pupils' development will be evidenced by;**

- Pupil involvement in the life of the school and the wider community.
- Atmosphere of care within the school.
- Large group and class collective worship.
- Effective use of the Come and See programme.

- Participation and active response encouraged through involvement in the planning, leadership and evaluation of worship.
- Opportunities provided for reflection and exploration of children's own beliefs.
- Celebration of Mass on Feast/Holy Days (KS1 & 2 pupils)
- Involvement of School Council and Worship Warriors to aid development of Spiritual and Moral Development across the school.
- Trained year 5/6 Play buddies on Reception and Key Stage One playground
- Sports Clubs
- Class and whole school reward systems

### **Monitoring and evaluation**

We understand the Spiritual and Moral development of pupils is the responsibility of the whole school community and we aim to ensure that this policy is adopted by all through: Staff meetings Governors meetings Parents' meetings Links with community and Parish. The R.E Coordinator and SLT will also monitor lesson plans, teaching and learning and books.

## **Policy for Moral Development**

### **Introduction**

Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The word 'moral' is concerned with fundamental judgements about how we should behave or act and our reasons for such behaviour. It is of the greatest importance that children develop a clear set of rules of conduct, which draw on the basic moral values and which can be applied to everyday situations. These values of forgiveness, freedom, tolerance, respect and relationships are to be lived out in the daily life of the school by the whole school community.

### **Aims**

- That we provide a moral framework based on the Gospel values and the teachings of the Church through which children develop a sense of morality.
- To provide an environment which encourages our children to freely choose the right way forward.
- To strive to be a community in which the Gospel values and the teachings of the Church flourish.
- To develop a sense of morality by supporting pupils to become more adept at exploring reason in both daily occurrences and in ethical matters.
- To support pupils as they develop beliefs and values.
- That through the three main areas of school life- ethos, collective worship and all subjects of the curriculum, we, as teachers, will reaffirm and put into practise our own moral development.

### **We enhance Moral Development through;**

- The Come and See programme which challenges children with questions such as 'Who am I?', 'What is wrong?', 'How can it be resolved?'
- Putting love at the heart of the Catholic understanding of morality.
- Teaching that free human action has a negative or positive influence on life and teaching that individuals are created free by God to choose what is right or wrong.
- Discussion and debate over issues such as life and death, good and evil.
- Teaching children to recognise and respect the codes and morals of different cultures represented in school and the wider community.
- Our school mission statement; of which St. William of York bases its whole school ethos and values such as honesty and respect and rejecting bullying, cheating and dishonesty.
- PSHE sessions with direct teaching on feelings, emotions and giving children a sense of empathy and the impact they can have on others.
- Rewarding good moral decisions and behaviours from the children using assemblies, class behaviour systems, house points and golden tickets.

- Clear and concise anti- bullying and behaviour policies which are linked to Christian values and promoted and reinforced in the classroom and on the playground.
- Our inclusion policy which encourages the whole school to be inclusive of expected behaviours and consequences for breaking rules through devising class codes of conduct and through forming and operating a School Council.
- Teaching children that as a Church, those who sin are still loved.

**Pupils' development will be evidenced by;**

- Pupil involvement in the life of the school and the wider community.
- Atmosphere of care within the school.
- Large group and class collective worship.
- Effective use of the Come and See programme.
- Participation and active response encouraged through involvement in the planning, leadership and evaluation of worship.
- Opportunities provided for reflection and exploration of children's own beliefs.
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## **Policy for Social and Cultural Development**

**“Together Everyone Achieves More”.**

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

**Aims**

- To promote social and cultural development

### **We enhance Social and Cultural development through;**

- The delivery of 'Come and See' and celebration of feasts and seasons within the Christian calendar and that of other faiths and cultures.
- The Mission Statement, PHSE, Achievement Assemblies and reinforcing positive behaviour and acts of kindness.
- Our Mission Statement which encourages the wider school community to be inclusive and reject discrimination on the basis of race, disability, religion, gender, sexual orientation, age and other criteria.
- Welcoming visitors into school to enhance the pupil's understanding of the wider community e.g. speakers from CAFOD and other charities.
- Promoting importance of equality of opportunity for all
- Celebrating the uniqueness of each individual and tailoring the learning and teaching environment to enable all to achieve their full potential.
- Helping the pupils to develop a respect for themselves and others and providing opportunities for children to develop an understanding of their individual and group identity.
- Developing a sense of empathy with others through Circle Time, assemblies and through fundraising e.g. CAFOD.
- School Council working to aid development of social and cultural development.
- Assemblies and acts of worship which provide models of moral virtue through Gospel readings, stories about significant role models and stories with strong moral themes.
- Learning about service in school and the wider community.
- Developing the children's roles as citizens.
- Trained play buddies on the Reception and KS1 playground.
- Creating an environment of trust, care and compassion.
- Helping the children begin to understand the Christian responsibility for social justice and concern for the less fortunate.
- Teaching children to appreciate their local environment and to develop a sense of responsibility.
- Recognising the value and richness of cultural diversity in Merseyside, Britain and the world and how these influence individuals and society.
- Enriching the children's understanding by providing opportunities for reflection on all aspects of school life.
- Enhancing the pupils' appreciation for beauty, truth, love, goodness and wonder in our delivery of the curriculum.
- Helping our pupils to understand how the impact of their feelings and emotions affects their behaviour and impacts on the feelings and emotions of others.
- The Behaviour Policy and Inclusion Policy which provide a clear moral code that is promoted consistently throughout the school and is reinforced through our School Rules.
- Weekly achievement assemblies to promote examples of good citizenship.

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 curriculum time is spent exploring the experience of other faith traditions. As part of the Come and See programme of study, we study Judaism and one other faith of differing beliefs and practices. These include Hinduism, Islam and Sikhism and are explored and enriched by visitors from other faiths or trips to places of worship.

### **Pupils' development will be evidenced by;**

- Continuous assessment within R.E.
- Pupil involvement in the life of the school and the wider community.
- Atmosphere of care within the school.

### **Monitoring and evaluation**

We understand the Social and Cultural development of pupils is the responsibility of the whole school community and we aim to ensure that this policy is adopted by all through: Staff meetings Governors meetings Parents' meetings Links with community and Parish. The R.E Coordinator and SLT will also monitor lesson plans, teaching and learning and books.

