

# ST JOHN'S CATHOLIC INFANT SCHOOL

## Spiritual, Moral, Social and Cultural Development (SMSC) Policy



### *"Loving, Learning and Laughter Together with God"*

Article 30: "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment".

Article 14: "Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 42: "Make the convention known to children and adults".

### **INTENT**

*"Our children will **know more**, can **remember more** and **apply more**"*

At St John's Catholic Infant School, we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children 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
- appreciation of the diversity and richness of various cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the Catholic ethos of St John's and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for children and their families.

The school community will be a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

As a Catholic school, our faith is at the centre of everything we do, teaching the children the importance of Gospel values across our RE curriculum and all other areas of study.

The children will explore and gain understanding of their rights and the rights of others through UNICEF rights respecting schools work.

The children will recognise the value and importance of helping others through charity work with both CAFOD and Mission Together.

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.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

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 teacher's planning and purchasing decisions.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- 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.
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Spiritual Development**

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

- Deepening their understanding of their Catholic faith through the Curriculum Directory and the Way, the Truth and the Life scheme.
- Recognising, appreciating and participating in the symbols and celebrations that are specific to the Catholic faith.
- 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.
- Develop their understanding and recognition of the importance of prayer in their everyday lives.
- 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**

As a school we aim to provide learning opportunities that will 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.
- Make informed and independent judgements.

### **Social Development**

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

### **Cultural Development**

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

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

**As a school we recognise the importance of these values because:**

- People, staff as well as children, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

## **IMPLEMENTATION**

### **Teaching and Organisation**

Development in SMSC 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 and all learning staff will use creative strategies and challenging questions to engage children in their learning and relate it to their own experiences.

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

Class discussions and circle time will give 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.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

#### Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (Sport, Lunchtime clubs) which provide opportunities for SMSC and for inspiring children to broaden their experience and horizons.

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

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our children the best possible environment in which to grow, flourish and learn.
- Children will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.
- Children participate in regular Year Group Mass, inviting the wider community into school.
- Regular visits to St John's Church for family Masses, strengthening links with the church community.
- Building relationships with both Priests from St Luke's and St John's Parishes.

#### **IMPACT**

##### **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/CW/PSHE co-ordinator/ /headteacher/governors.
- SMSC is monitored as a part of every learning walk and lesson observation
- Regular discussions at staff and governors' meetings
- Audit of policies

- RE/PSHE/CW development and, when relevant, inclusion in the SDP.
- Sharing of classroom work and practice
- Analysis of this information identifies strength in practice and next steps for improvement

This policy will be reviewed in accordance with the policy review schedule at least every 3 years.

*The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.*

*We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

Agreed by Governors on: 9 <sup>th</sup> March 2016	<b>Due for Review:</b> 24 <sup>th</sup> June 2021 27 <sup>th</sup> June 2018
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