

At St Clare's "Guided by Jesus Christ, our teacher, we journey together,  
learning to dream, believe and achieve"

**The Journey is essential to the dream- St Francis of Assisi**



**St. Clare's RC Primary School**

**Spiritual, Moral, Social and Cultural (SMSC) Policy Feb 2016 – 2017**

This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Clare's:

**Mission Statement**

**"Guided by Jesus Christ, our teacher, we journey together,  
learning to dream, believe and achieve"**

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of St Clare's Roman Catholic Primary School, valuing all children equally and as individuals encouraging them to journey together to achieve their dreams.

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

The statutory requirement that schools should encourage pupils' Spiritual, Moral, Social and Cultural Development (SMSC development) was first introduced in the 1988 Education Reform Act.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:-

*Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and*

*Prepares pupils for the opportunities, responsibilities and experiences of adult life.*

The Revised National Curriculum stressed the importance of ensuring SMSC development is explored through other curriculum subjects:

*All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education and the non-statutory framework for Personal, Social and Health education (PSHE) at key stages 1 and 2. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.*

At St Clare's RC Primary School we believe that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to the work of our school.

*'Catholics believe that Religious Education is not one subject but the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life. It should provide the context for and substantially shape the school curriculum and offer living experience of the life of faith in its practical expressions.'*

## ***Bishops of England and Wales, 1988***

Our aim at St Clare's RC Primary School is to create pupils who will Challenge, Change and Transform in their mission to build the Kingdom of God.

We therefore aim to give an education that provides pupils 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 and an appreciation of the diversity and the richness of other cultures and a respect for their own faith and other religions.

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

The integrity and spirituality of all pupils from different backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

Adults will model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals.

Pupils should learn to differentiate right from wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by them for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy.

Each curriculum area should seek to use illustrations and examples drawn from as wide a range of cultural decisions.

### **General Aims:**

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

### **Spiritual development**

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's big questions of purpose and meaning. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. As a Catholic school, we place special emphasis on the specific teaching and beliefs of the Catholic faith, both within the daily life of the school and through the curriculum.

### **Moral development**

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

### **Social development**

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively and are influenced by their own spirituality and morality.

### **Cultural development**

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used more frequently. Culture gives expression to a community's spirituality, morality and social values.

### **Aims for Spiritual Development**

- the ability to listen and be still
- the ability to sense, the sacred, the holy, the Divine
- the ability to reflect
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships

### **Objectives for Spiritual Development**

- to develop the skill of being physically still, yet alert
- to develop the skill of being mentally still, concentrating on the present moment
- to develop the ability to use all ones senses
- to promote an awareness of and enjoyment in using one's imaginative potential
- to encourage quiet reflection during a lesson or assembly
- to develop individual self-confidence in expressing inner thoughts in a variety of ways
- to consider the mystery of God and the wonder of his world
- to find an inner confidence and peace
- to sustain their self-esteem in their learning experience
- to develop their capacity for critical and independent thought
- to foster their emotional life and express their feelings
- to experience moments of stillness and reflection
- to discuss their beliefs, feelings, values and responses to personal experiences

- to form and maintain worthwhile and satisfying relationships
- to reflect on, consider and celebrate the wonders and mysteries of life

### **Aims for Moral Development**

- to understand the principles lying behind decisions and actions
- to be able to take moral decisions for themselves
- to assume moral responsibility through our Catholic beliefs and convictions
- to be able to distinguish between right and wrong
- to understand that our beliefs impact on our choices
- to treat everyone as equals as we are all made in the image and likeness of God

### **Objectives for Moral Development**

- to tell the truth
- to respect the rights and property of others
- to keep a promise
- to help those less fortunate than ourselves
- to act considerately towards others
- to take responsibility for one's own actions
- to exercise self-discipline
- to develop high expectations
- to develop positive attitudes
- to conform to rules and regulations for the good of all
- to recognise the unique value of each individual
- to listen and respond appropriately to the views of others
- to gain the confidence to cope with setbacks and learn from mistakes
- to take initiative and act responsibly with consideration for others
- to distinguish between right and wrong
- to show respect for the environment
- to take action for justice
- to make informed and independent judgments

### **Aims for Social Development**

- to relate positively to others
- to participate fully and take responsibility in the classroom and in the school
- to use appropriate behaviour, according to situations based on our moral values
- to engage successfully in partnership with others
- to exercise personal responsibility and initiative
- to understand that, as individuals, we depend on family, school and society

### **Objectives for Social Development**

- to share such emotions as love, joy, hope, anguish, fear and reverence
- to show sensitivity to the needs and feelings of others
- to work as part of a group
- to interact positively with others through contacts outside school, e.g. sporting activities, visits, Masses at Church, music festivals etc.
- to develop an understanding of citizenship and to experience being part of a whole caring community
- to show care and consideration for others by sharing and taking turns
- to realise there are things each person can do well
- to encourage each person to share their talents given by God
- to develop an understanding of their individual and group identity
- to learn about service in the school and wider community
- to develop an 'I CAN' philosophy
- to develop their out of school hours learning

### **Aims for Cultural Development**

The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

- to develop a sense of belonging to pupils' own culture and being proud of their cultural background
- to express our spirituality and be proud of who we are, our rights and rituals
- to respond to cultural events
- to share different cultural experiences
- to respect different cultural traditions
- to understand codes of behaviour, fitting to cultural tradition

### **Objectives for Cultural Development**

- to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
- to develop a love of learning
- to develop an understanding of British cultural tradition, including Catholicism
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- to develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure
- to recognise the value and richness of cultural diversity in Britain and how these influence individuals and society
- to develop an understanding of their social and cultural environment
- to develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- to encourage the involvement of parents and carers in cultural development

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

### **Provision for SMSC across the curriculum**

Below are examples of how each subject will make a contribution to pupil's SMSC development. These will be used to aid staff in their planning.

**English** makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.
- Using the Word of God to understand and engage with feelings and emotions.

**Mathematics** can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.
- Encouraging the children in the 'pursuit of truth' when solving a problem/ investigation
- Enabling pupils to test information and sequences helping to unravel the mysteries of life.

**Science** provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world created by God
- Awareness of the ways that science and technology can affect society and the environment.
- to be considerate and empathetic to the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.

- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.
- to show Stewardship towards the world environment created by God

**ICT** can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

**History** makes a contribution to SMSC by

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues that lack values of the Kingdom of God such as injustice during war.
- Showing an awareness of the moral implications of the actions of historical figures.

**Design Technology** makes a particular contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

**Geography** contributes to SMSC where:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.

**MFL** contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

**Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values, and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

**Art** may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues i.e. War and violence.
- to encourage pupil's to focus on awe and wonder in God's world

**Music** contributes to SMSC through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour.

**Physical Education** – Pupils' SMSC development is actively promoted though PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

- Enabling children to understand and celebrate how amazing and powerful the creation of the human body is.

**PSHE** - Much work takes place in assemblies (daily acts of collective worship), class discussions and SEAL/PSHE lessons, giving pupils 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 pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, and critical awareness

Our weekly assembly themes are drawn from PSHE themes, religious festivals and world issues. The music used for assemblies provides a backdrop for pupils to reflect upon the themes.

#### **Links with other policies**

Other policies will be closely linked to SMSC development. E.g. Personal, Social and Health Education Policy; Behaviour Policy; Teaching and Learning Policy; RE Policy; SRE Policy; Prayer and Worship Policy; Individual Curriculum Policies

#### **Role of co-ordinator**

The named co-ordinator has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. They will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

This policy will be reviewed every two years, or earlier if necessary.

Approved by the Board of Governors.

Signed by: *W. Ryan* W. Ryan, Chair of Governors

Date: 16<sup>th</sup> March 2016

Date for review: March 2017