

St. Benedict's Catholic Primary School



Spiritual, Moral, Social and Cultural (SMSC) Policy

Chair of Governors	Kath Sullivan
Headteacher	Mike Phillips
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Mission Statement

‘With Jesus we learn, love and laugh’

The spiritual, moral, social and cultural (SMSC) development of our pupils is paramount. It encompasses every aspect of school life. Our collective worship, both assemblies and individual class worship, promote SMSC for each child.

The class teacher is vital to encouraging positive attitudes in the classroom and is seen as the main role model concerning moral development. A 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. Benedict's, we recognise that at the core of the Come and See programme 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 essence 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 and respond to these three important questions.

Spiritual Development

To us, spiritual development is 'an exploration into what is involved in becoming human'.

Aims

- That our climate and ethos encourage children to ask and make sense of their questions concerning spirituality.
- That through the three main areas of school life - ethos, collective worship and all subjects of the curriculum, we, as teachers, will re-affirm and put into practice our own spiritual development.

Objectives

- To explore personal and community prayer
- To take part in quiet times of reflection
- To develop a sense of God's presence permeating the life of the school
- To hear and respond to the Good News through Scripture
- To develop a sense of awe and wonder

- To express personal views and insights

Some of the curricular and extra-curricular activities to support spiritual development are:

- Liturgies where children become aware of entering into the presence of God
- Large group and class collective worship, providing range and quality to prayer life.
- Effective use of the Come and See programme
- Participation and active response encouraged through involvement in the planning, leadership and evaluation of worship, providing opportunities for reflection and exploration of their own beliefs.
- Celebration of Mass at the end of each year
- Off-site retreat days
- Parish family Masses
- School supporting the parish 'With You Always' sacramental preparation programme
- Staff reflections as part of staff INSET
- Participation in environmental activities (Live Simply Award)
- Life to the Full and Journey in Love lessons

Moral Development

For us, "Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong".

Aims

- That we provide a moral framework based on Gospel values and the teachings of the Church through which children develop a sense of morality.
- That through the three main areas of school life - ethos, collective worship and all subjects of the curriculum, we, as teachers, will re – affirm and put into practice our own moral development.

Objectives

- Love is at the heart of the Catholic understanding of morality
- Morality touches all aspects of the curriculum
- Every free human action has a negative or positive influence on life
- Individuals are created free by God to choose what is right or wrong
- We, as a church, dislike the sin but love the sinner

Some of the curricular and extra-curricular activities to support moral development are:

- Effective use of the Come and See curriculum.

- Emotional Intelligence embedded throughout school life.
- School Council
- Trained year 6 Play Leader on Reception and Key Stage One playground
- Trained year 6 peer mediators on Key Stage One playground
- Restorative justice
- Sports Clubs
- Class and school reward systems
- Participation in environmental activities (Live Simply Award)
- Life to the Full and Journey in Love lessons

Social And Cultural Development

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

Aim

- To promote social and cultural development

Objectives

In order to promote social and cultural development we provide opportunities for pupils to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- develop their roles as citizens
- begin to understand the Christian responsibility for social justice and concern for the less fortunate
- be taught to appreciate their local environment and to develop a sense of responsibility
- recognise the value and richness of cultural diversity in Merseyside, Britain, and the world and how these influence individuals and society

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 religions and faiths. Twice a year, one week of Religious Education curriculum time is spent exploring the experience of other religions and faith traditions. We explore Judaism and Islam.

Some of the curricular and extra-curricular activities to support moral development are:

- Visitors are encouraged and welcomed into school to enhance the pupil's understanding of the wider community such as speakers from CAFOD and other charities.
- Trained play leaders and peer mediators on Key Stage One playground

- School fundraising, other charitable acts (CAFOD, local foodbanks, Nugent Care)
- Weekly whole school Star of the Week assembly to promote examples of good citizenship.
- Life to the Full and Journey in Love lessons

Monitoring and Evaluation Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans, teaching and learning and books, by SLT
- Regular discussion at staff and governors' meetings
- Sharing of classroom work and practice
- Regular inclusion on School Improvement Plan