



An Daras Trust  
Igniting Curiosity Growing Capabilities



# **St. Catherine's C. of E. Primary School**

## **SMSC Policy**

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## **Spiritual Cultural Moral and Social Policy**

This policy is underpinned by the following articles from the CRC:

3: The best interests of the child take priority.

12: Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

29: 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.

Definitions:

### Spiritual development:

Encounters which are not necessarily experienced through the physical senses and /or expressed through every-day language.

Relates to our relationships with other people and for believers, with God.

It has to do with the universal search for individual identity – with our responses to challenging or awe –inspiring experiences, such as death, suffering, beauty and encounters with good and evil.

It is to do with the search for meaning and purpose in life and for values by which to live .

### Moral development:

Ability to recognise the difference between right and wrong, and readiness to apply this understanding in our own lives.

Understanding of the consequences of our actions.

Interest in investigating, and offering reasoned views about moral and ethical issues.

### Social Development:

Use of a range of social skills in different contexts, including working and socialising with pupils from different religion, ethnic and socio-economic backgrounds.

Willingness to participate in a variety of social settings, cooperating well with other and being able to resolve conflicts effectively.

Interest in and understanding of the way communities and societies function at a variety of levels.

## Cultural

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

Willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### Aims:

The ethos of the school is such that all people who come into the school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set and be entitled to expect from others, good standards of behaviour, marked by mutual respect. Pupils staff and visitors are expected to respect and adhere to our guiding Christian values. The school will help children to develop an inner discipline, to be able to make up their own minds and take responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. The school will develop a climate or ethos within which all pupils can grow and flourish respect others and be respected; accommodating difference and respecting the integrity of others.

### Planning:

When planning lessons, teachers plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. Much of this will be delivered through RE, PSHE and RSE lessons, but we look for opportunities in all subjects and across all aspects of school and community life.

### Spiritual development:

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. We use the window, mirror, door images as ways to record responses to activities (windows = ENCOUNTERS Opportunities to learn about ourselves, others, God and the world; mirrors = REFLECTION What have I learnt about myself, others, the world or God; doors = TRANSFORMATION how I respond through action or creativity).

### Examples of experiences commonly regarded as spiritual include:

Curiosity and mystery; awe and wonder; connection and belonging; heightened self-awareness; prayer and worship; deep feelings of what is felt to be ultimately important; a sense of security, well-being, worth and purposefulness; experience of being part of something larger than yourself.

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exploring the school grounds, exercising empathy, being creative, etc.

### Moral Development:

A morally aware pupil will develop a wide range of skills, these can include the following;

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other's cultures
- Develop an ability to think through the consequences of their own and other's actions.
- Have an ability to make responsibility and resonated judgements
- Ensure a commitment to personal values
- Have a respect for other's needs, interests and feelings, as well as their own
- Develop a desire to explore their own and other's views and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.

Respecting their own rights and the rights of others through Christian values and accepted rules and codes of behaviour.

Promoting racial, religious and other forms of equality.

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values-for example, truth, justice, equality of opportunity, right and wrong.

Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.

Rewarding expression of moral insight and good behaviour.

Recognising and respecting the codes and moral of the different cultures represented in the school and wider community.

Encouraging pupils to take responsibility for their own actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through all curriculum areas, as well as assemblies; reinforcing the schools values through images and posters classroom displays etc.

Through discussion children create their own class and school rules, which are inspired and supported by our values as a church of England school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. As a Christian school we also promote the need for forgiveness and second chances. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done explicitly through collective worship, circle time, PSHE, RSE but also implicitly through all aspects of the school curriculum and community.

We are interested in the development of the whole child, and will endeavour to raise their self-esteem through such things as: praise, stickers, Values in Action award, Good Learner of the week, house points and diamond awards; being monitors and undertaking jobs within the school; being involved in active pupil voice and providing opportunities for children to develop all abilities to their maximum potential.

#### Social development:

At our schools, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social context by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility

- Understand how societies function and are organised in structures such as the family and school
- Understand the notion of interdependence in an increasingly complex society

We also develop pupil social development through:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community- for example, through assemblies, team building activities, residential experiences and school productions
- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, interdependence, independence, self-respect and an awareness of other's needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple and pragmatic ways, the success of what is provided

#### Cultural development:

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through Music, Geography, Art, and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An understanding of cultural diversity
- An understanding of British culture and values has been shaped
- An understanding of cultures can change over time
- A regard for achievement in different cultures
- An awareness of how their life has been/ can be enriched through cultural experiences

#### Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Emphasising cultural achievements through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness.

- Providing opportunities for children to learn about global cultures.
- Building an awareness of the historical elements that have built British culture.
- Building an awareness of the diversity of British culture and the richness it brings.

#### British Values

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.'<sup>1</sup>

Our schools will promote fundamental British Values through:

Enabling pupils to distinguish between right and wrong, and respect the civil and criminal laws of England; Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

#### Pupil Voice:

The term 'pupil voice' describes how pupils give their input to what happens within the school and classroom, for example through the School Focus Groups and pupil conferencing. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

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