



THE MARIST CATHOLIC PRIMARY SCHOOL

Together, Achieving, Loving, Learning

With God as our Guide we will value each other and work together to achieve our best

Spiritual, Moral, Social and Cultural Development Policy

Policy compiled by:

Headteacher

December 2014

Review Date:

December 2017

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Mission Statement

The Marist School is a place of teaching and learning:

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

1. Introduction

1.1 At The Marist, and as a Catholic school, we recognise that the personal development of children (and adults), spiritually, morally, socially and culturally, plays a very significant part in their ability to learn and achieve. We therefore aim to provide an education that provides our 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 and an appreciation of the diversity and richness of their cultures.

1.2 In implementing The National Curriculum we recognise that we have a responsibility to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

1.3 All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.4 Our Catholic Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

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

1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. The school's golden rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.

1.7 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 the teacher's planning and learning resources.

2. Aims

2.1 To ensure that everyone connected with the school is aware of our values and principles.

2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4 To ensure that children know what is expected of them and why.

2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.6 To enable children to develop an understanding of their individual and group identity.

2.7 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.

2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

3. Learning and Teaching

3.1 Spiritual Development

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

- Explore and understand their 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
- 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.

We will promote spiritual development through:

- High quality RE teaching and learning
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Providing opportunities for the children to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the various forms of Pupil Voice.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

- These opportunities appear across the curriculum although are clearly scheduled in RE, Collective Worship and the Creative Arts. Open relationships, respect for others and time for reflection, enable spiritual development to be implicit in our teaching and learning.

3.2 Moral Development

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

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- 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

We will promote the moral development of the child by teaching the children the importance of;

- Showing respect to **all** adults in school e.g. teachers, TAs, midday supervisors, office and premises staff, visitors and parent helpers.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff. Opportunities to promote moral development will be provided during Worship, throughout the daily curriculum and through the House Captains and Pupil Voices

At The Marist, our Moral Code is underpinned by belief in ourselves as Marist Learners and our golden rules:

- We will be kind and gentle
- We will listen carefully
- We will work hard and not disturb others
- We will be helpful
- We will be honest
- We will look after all property
- We will treat everyone with respect

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

3.3 Social Development

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged.

We will promote social development through:

- Actively promoting team work through collaborated activities e.g. team games, board games, turn taking activities, circle time
- Working with a variety of classmates and paired partners
- Promoting good social skills and good role models
- Encouraging a variety of pupils' to take on responsibilities
- Exploring different family structures and social groups through out the world
- Acting out different scenarios through drama and role play followed by discussion

- Encouraging tolerance and understanding of different social behaviours and setting.

We will not accept:

- Peer exclusion of individuals from a group
- Any unacceptable behaviour towards a specific social group
- Intolerance of differences

These opportunities appear across the curriculum although are clearly scheduled in PE, PHSE, Drama and the Creative Arts.

3.4 Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world wide faith.
- Develop an understanding of their social and cultural environment.

We will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all curriculum areas and Collective Worship.

3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and EPR/circle time. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

3.7 Through classroom discussions we will give the 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
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- 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.

3.8 Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Explicit teaching on sharing and collaboration in learning as Marist Learners.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. house captains, co warriors, members of Pupil Voice, class monitors, playground pals, register monitors, reading buddies, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries and people of different faiths.
- Participating in a variety of different educational visits including residential visits for Year 4 and Year 6 (and other year groups in the future).
- Participation in live performances.
- Use of worship themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to create financial enterprises to raise money for chosen charities.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.

4. Links with the wider community

- Visitors are welcomed into our school
- Links with our Parish are fostered.
- The school supports the work of a variety of charities.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.

- Liaison with the Deanery and Diocesan schools as well as schools within the Woking Learning Partnership, to support the primary curriculum and effective transition, takes place regularly.

5. 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 the RE and EPR co-ordinators, Pupil Voices leader, Headteacher and governors.
- Regular discussions at staff and governors' meetings
- Audit of policies
- Sharing of classroom work and practice

6. Inclusion

We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

7. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the Headteacher.

Related Policies

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

Internet Acceptable Use Policy – (signed by all staff, parents and children). In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and Computing coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website and e-safetysupport.com with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles. Parents will also be offered training using these resources.

Whole School Safeguarding and Child protection Policy - to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development

- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy - we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and look to work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.

Anti-bullying Policy – we will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.

REVIEW AND EVALUATION

This policy will be regularly monitored for effectiveness and reviewed and updated in the light of experience.

Policy reviewed and updated: December 2014

Date of next review: December 2017