

St Robert Bellarmine Catholic Primary School



Social, Moral, Spiritual and Cultural Development Policy.

Our Mission Statement

"We are God's work of art."

- Help each other
- Be happy
- Follow the light of Jesus
- Include everybody
- Everybody do their best in every way
- Be friends with everyone
- Be responsible for your own actions
- Be Respectful
- Work to the best of your abilities
- Parents, teachers and children support each other.

Chair of Governors	Anne-Marie Pennington
Headteacher	Mairead O'Neill Dowell
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Introduction

The Promotion of Social, Moral, Spiritual and Cultural development is at the 'heart' of education.

The statutory requirement that schools should encourage pupils' Spiritual, Moral, Social and Cultural development was first included in the Education Reform Act 1988. The Act began as follows:

The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- (b) prepares such pupils for the opportunities, responsibilities and experiences in adult life.

At St Robert Bellarmine, the promotion of pupils' SMSCD is considered to be a 'whole school' issue, promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development.

What is SMSCD?

Spiritual

Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all pupils as valued individuals. Pupils will have opportunities to differentiate between right and wrong in as far as their actions affect other people.

Spiritual education is the development of a person's response to God, the creator of all beauty, goodness and truth.

In school we seek to help pupils acquire a set of personal beliefs and values and develop their personal and social behaviour. This may be achieved through the curriculum, through collective worship and through the general ethos within the school community.

The school aims to provide opportunities for pupils:

- to acquire insights into their personal existence;
- to make sense of their personal life experience;
- to develop a sense of wonder, awe, reverence, imagination;
- to develop the human capacity to go beyond physical, tangible reality;
- to develop a sense of the presence of God in their lives;
- to reflect on and respond to this presence;
- to become familiar with the life, words and actions of Jesus, the saints and significant Christians;
- to hear how people of other faiths respond to the spiritual dimension of life.

Moral education is the development of each person's ability to see their own good in relation to that of others, acknowledging the need to deny self. Our moral development must be based on our understanding of ourselves "as revealed to us by God and experienced in our best and worst moments"

We would strive to help pupils achieve this by providing a moral framework within which to operate and, as they mature, by helping them to decide what they hold as right and wrong, why they do so and how they should act. Care must be taken to share with pupils the way in which decisions about reward and punishment in school are reached, and about our understanding of the call to life in community, the call of a greater good.

The school aims to provide:

- a secure community in which the Gospel spirit of freedom, justice and love permeates every aspect of its life and work;
- opportunities to develop a personal sense of morality in relation to self, others, local, national and world issues;
- opportunities to decide what they hold as right and wrong, why they do so, and how they should act;
- opportunities to consider questions of intention, motives and attitudes;
- opportunities for choice and decision making;
- opportunities for pupils to know about, understand and discuss the moral teaching of the church.

Social education

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.

The school aims to provide opportunities for pupils:

- to show knowledge and understanding of the ways in which societies function and are organised - from the family to the school and how individuals relate to each other;
- to develop attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;
- to develop the skills in taking on, as appropriate, the roles of leader and team-worker, exercising responsibility, initiative and co-operation;
- to show the ability to make a strong personal contribution to the well-being of social groups and to form effective relationships within them.

Cultural education

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.

Cultures grow and change over time. Consequently, pupils need to learn both about those past features which influence and shape the present; and about how the present generations (including themselves) are maintaining, interpreting and re-shaping their cultural tradition.

It is important to recognise the contribution the creative curriculum makes to Cultural Development - especially through Literature, Music, Art, Drama, Dance, Poetry, Science, Religious Education, PSHE and Collective Worship.

The school aims to provide opportunities for pupils:

- to promote Fundamental British Values
- to recognise the value and richness of culture diversity in Britain, and how these influence individuals and society
- to develop appreciation of and sensitivity towards cultural traditions
- to show an appreciation of the diversity and interdependence of cultures
- to gain opportunities to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

Each class teacher contributes to a portfolio of evidence which shows SMSCD throughout their class. This is an ongoing and working document that celebrates the various engaging and enriching activities that the children carry out each day which promote their SMSCD.