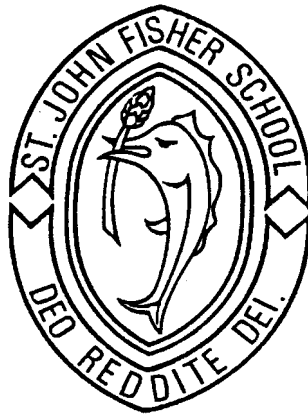


# St JOHN FISHER CATHOLIC COMPREHENSIVE SCHOOL



## Social, Moral, Spiritual and Cultural Policy

### The Mission statement:

**“St John Fisher School seeks to help and encourage pupils to develop individually, collectively and freely a way of life modelled on Christ, in accordance with the Faith of the Roman Catholic Church.”**

Date of Policy:	19 <sup>th</sup> October 2018
Date of Ratification:	12 <sup>th</sup> November 2018
Date of Review:	November 2021
Owner:	St John Fisher Catholic School

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 fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

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, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

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.

Pupils' **cultural** development involves pupils acquiring an understanding of cultural traditions and an 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 another's way of doing things and curiosity about their differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

## **INTRODUCTION**

At St John Fisher School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of different cultures.

The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

Moral values, principles and spirituality will be explored throughout the curriculum and especially in RE and collective worship in assemblies. The integrity and spirituality of all faiths will be respected and explored. Pupils are given access to alternative views and a diversity of spiritual traditions.

All staff model and promote expected behaviour, treating everyone as unique individuals and showing respect for each other, the pupils and their families.

Children are encouraged to differentiate between right and wrong and look at how their actions may affect others. They are encouraged to value themselves and others. They are encouraged to understand the need for rules for the good of everyone in the school family. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements.

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 planning and in the choice of learning resources.

### **AIMS OF THE SMSC POLICY**

- To ensure that everyone in school is aware of our values.
- To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them.
- To give each child a range of opportunities.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### **LEARNING AND TEACHING**

**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, film, radio, television and the media
- helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language
- helping pupils to engage in emotional literacy through differing genres.

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

- supporting whole school policy on issues such as discipline and behaviour
- introducing pupils to such concepts as infinity and repeating patterns
- enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

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

- reflecting on the wonder of the natural world and being aware of the ways that science and technology can affect society and the environment
- consideration of the moral dilemmas that can result from 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.

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

- making clear the guidelines about the ethical use of the internet and other forms of communication technology
- acknowledging advances in technology and appreciation for human achievement.

**History** makes a contribution to SMSC by:

- looking at the establishment of multicultural Britain
- enabling pupils to reflect on issues such as slavery, the holocaust and imperialism
- 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 technical advances, the impact of a 'winners and losers' ethos
- an appreciation of how different cultures have contributed to technology
- offering opportunity for teamwork, recognising others' strengths, sharing equipment.

**Food Technology** contributes to SMSC by:

- giving pupils the opportunity to examine cultural differences in food and diet
- reflecting on the social issues around food such as price, income and food-miles
- acknowledging government guidelines for health and dietary requirements
- reflecting on the moral issues concerning food production in third world countries.

**Geography** contributes to SMSC where:

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

**MFL** contribute to SMSC through:

- gaining insights into the way of life, cultural traditions, moral and social developments of other people
- developing pupils' social skills through group activities and communication exercises
- improving listening skills through oral/aural work.

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

- learning about beliefs, values and the concept of spirituality
- reflecting on the significance of religious teaching in their own lives
- developing respect for the right of others to hold beliefs different from their own
- showing an understanding of the influence of religion on society
- appreciating and understanding 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 themes and ethical issues raised by artists, i.e. war and violence.

Performing Arts contributes to SMSC through:

- teaching that encourages pupils to be open to dance and music from other cultures
- consideration of the role of dance and music in society and seeing how music and dance can cause conflict and differences of opinion, but may also bring people together
- looking at the way dance and music can change moods and behaviour.

**Physical Education** – SMSC development is actively promoted through PE by:

- group 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 and challenge.

#### **LINKS WITH THE WIDER COMMUNITY**

Visitors are welcomed into our school.

Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged.

Visiting groups such as theatre or musical events are planned throughout the year.

Children are taught to appreciate and take responsibility for the environment.

We liaise with local schools, individuals and groups within our local community.