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| <b>Name of School</b>            | <b>St Edward's Catholic Primary School</b>    |
| <b>Policy review date</b>        | <b>September 2026</b>                         |
| <b>Date of next review</b>       | <b>September 2027</b>                         |
| <b>Who reviewed this policy?</b> | <b>Samaira Naz<br/>Assistant Head Teacher</b> |



## **INTRODUCTION:**

At St Edward's school we recognise that the personal development of pupils, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve. In line with the Catholic ethos of our school Christ is at the heart of all learning and socialising that takes place in the school day.

We therefore aim to give an education that provides pupils 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 the richness of other cultures and a respect for their own faith and other religions.

All curriculum areas have a contribution to make to the child's social, moral, spiritual and cultural development and opportunities for this to be planned in each area of the curriculum.

The integrity and spirituality of all pupils from different backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

Adults will model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals.

Pupils should learn to differentiate right from wrong in as far as their actions affect other people. They will be encouraged to value themselves and others

Pupils should understand the need for rules and the need to abide by them for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy.

Each curriculum area should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning, evaluating and purchasing decisions.

*'Following Christ we reach our goals'*

### **General Aims:**

- To ensure that everyone connected to the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC topics through the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

### **Spiritual Development:**

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

- 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

### **Moral Development:**

As a school we aim to provide learning opportunities to enable pupils to:

- Recognise the unique value of each individual
- 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
- Take action for justice
- Make informed and independent judgements

### **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
- Develop an 'I CAN' philosophy
- Develop their out of school hours learning

### **Cultural Development:**

As a school we aim to provide learning opportunities to enable pupils to:

- Recognise the value and richness of cultural diversity in Britain and how these influence individuals and society
- Develop an understanding of their social and cultural environment
- Develop and understanding of Britain's local, national, European, Commonwealth and global dimensions
- Encourage the involvement of parents and carers in cultural development

### **Teaching and Organisation:**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle.

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

Class discussions and Collective Worship will provide pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, eg bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends, families and others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging, both within the school and within the wider community
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness
- Listen and talk to each other
- Learn an awareness of treating all as equals
- Agree and disagree
- Take turns and share equipment
- Work cooperatively and collaboratively

**Practical activities to develop SMSC:**

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility eg prefects, class monitors, delivering messages, Student Council representatives, reading buddies and looking after younger children
- Encouraging teamwork in PE, games and out of school hours learning
- Showing appreciation of the performances of other children regardless of their ability
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Links with the local community made through the encouragement of parental involvement in school life
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures eg festival days, patron saints and national celebrations
- Studying literature and art from different cultures and religions supported by visits from writers and artists and participating in workshops
- Opportunities for children to hear and see live performances by professional actors, dancers and musicians
- 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 contribution made to society that certain famous people have made

### **Links with the wider community:**

- All visitors are welcomed to the school – these include religious figures, authors, sports coaches, specialist teachers, drama companies and a range of different workshops
- Links with local places of worship are fostered through children visiting and visitors coming into school
- The development of a strong home school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil (newsletters, school website, parent workshops, parent helpers for reading support and helping on educational visits)
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility

### **Monitoring, Assessment and Evaluation:**

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

- Monitoring of teaching and learning throughout the curriculum by SLT and subject leaders
- Assessment is carried out through the weekly monitoring weeks of each year group and observations and planning/book scrutiny by subject leaders
- SMSC next steps are included as part of the school development plan
- Good practice in SMSC being shared with staff regularly during in house INSET sessions, feedback from external training sessions and feedback given after monitoring of books, planning and lessons