



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

Spiritual, Moral, Social and Cultural Education Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true.

Date: September 2023

Date agreed by Governors: October 2023

Review date: September 2024

At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**'Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.'**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the SEND policy, SEND report and supporting children with medical conditions policy.

SAFEGUARDING STATEMENT

"Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".



Spiritual, Moral, Social and Cultural Education Policy

Aims and objectives

The personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. SMSC provides the context for and sustainably shapes all living within Sacred Heart Catholic Primary School & Nursery. Through SMSC, Sacred Heart strives to ensure the beliefs and values of the Catholic Church permeate every aspect of the learning experience. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- the importance of the dignity of all people
- their own values and beliefs
- spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of social and cultural traditions
- an appreciation of the diversity and richness of all God's family

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Sacred Heart and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Teaching and learning style

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

All adults will model and promote expected behaviour, treating all people 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 and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules 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.

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 teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our gospel values and principles.
- To ensure a consistent approach to the delivery of SMSC issues 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 begin 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

Sacred Heart understands Spiritual Development to signify what we believe about the meaning and purpose of life; engaging in the big questions of purpose and meaning. It is everything about existence on this planet that is beyond material.

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

Sacred Heart understands Moral Development is informed by our beliefs about purpose and the meaning of life. Because of this, we live by principles and codes which guide our choices between right and wrong.

As a school we aim to provide learning opportunities that will 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 set backs 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.

Social Development

Sacred Heart understands that Social Development is our way of relating to one's self and others which is influenced by our spirituality and our morality

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.

Cultural Development

Sacred Heart understands Cultural Development gives expression to a community's spirituality, morality and social values. Our culture is expressed through the way which we do things – the rites, rituals, customs and practices which will develop overtime within our school community.

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 influenced individuals and society.

- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

As a school we recognise the importance of these values because we believe that all people are made in the image and likeness of God:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person which seeks to identify their uniqueness as God's children who carry a gift that the whole world needs.

SMSC Curriculum planning

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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Sacred Heart will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

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

Class discussions and circle time will give pupils opportunities to:

- Recognise the importance of the dignity of each person.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.

- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Show respect for one another as members of God's family
- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (dance, multi-sports, football, music, theatre, choir, the arts, broadening their ambitions through specialist visitors, university visits and workshops) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Children will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.
- Children will make links with our link school in The Gambia, our local Kensington Fields Community Centre and our parish.

Teaching SMSC to children with special educational needs

At our school we teach SMSC to all children, whatever their ability. SMSC forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our SMSC teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Intervention through identified targets and both internal and external professionals will lead to the creation of Child Centred Plans (CCP) for children with special educational needs. The CCP may include, as appropriate, specific targets relating to SMSC.

We enable pupils to have access to the full range of activities involved in learning SMSC. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Pupils with English as an Additional Language (EAL)

At Sacred Heart we acknowledge that, for some pupils for whom English is an additional language, the ability to take part in the curriculum, may be ahead of their communication skills in English.

Teachers will plan learning opportunities to help pupils develop their communication skills in English with support through Fast Track phonics, Racing to English and using Flash Academy (EAL platform), whilst respecting and celebrating home language.

We aim to provide the support pupils need to take part in all subject areas. Teachers will take specific action to help pupils who are learning English as an additional language by:

- Developing their spoken and written English through Quality First teaching
- Ensuring access to the curriculum and to assessment
- Providing books and resources across the curriculum that reflects a range of cultures and ethnic backgrounds

Criteria for planning and differentiation with EAL learners:

- **Contextualise** – draw upon previous knowledge as context
- **Mother Tongue skills** can consolidate learning
- **Model new language** for listening practice
- **Practice new language orally**, so build in opportunities
- **Recast** grammatically incorrect utterances sensitively and naturally
- **Provide good language models** - think about groups/partners
- **Scaffolds** provide structure for reading and writing tasks
- **Visual wall displays** - to access information
- **Extend** spoken language into 'higher order language'
- **Thinking/listening time** - give sufficient time before responding orally

HEALTH AND SAFETY

For general issues concerning Health and Safety, staff will ensure they are familiar with our school's Health and Safety Policy.

Teachers will check any equipment for safety before giving it to the children to use.

Teachers will carry out risk assessments of any activity that could be potentially dangerous. Risk assessments and precautions taken will be identified in teacher's daily planning.

Formal risk assessment sheets can be completed for activities if the teacher feels this is appropriate. A copy of the completed risk assessment sheet should be given to the Headteacher.

Where appropriate, specific Health and Safety points are identified in SMSC planning.

Children will be encouraged to make their own risk assessments of activities as part of the learning process and to heighten their safety awareness.

The teacher will fully brief any adult helpers on Health and Safety issues before they start working with the children.

ASSESSMENTS, PLANNING, RECORDING AND REPORTING

Assessment, planning, recording and reporting will follow the procedures and practices laid out in our Policies. As SMSC is cross curricular subject, moments will be recorded by teaching staff across subjects in books, Twitter, Tapestry and Floor books.

Teaching assistants work together with Class Teachers to highlight areas of SMSC across the curriculum in weekly plans. Teaching staff assess children's work in SMSC by observing children during lessons. They record moments which evidence children showing Spiritual, Moral, Social or Cultural Development. This is evidenced by pupil voice and their ability to discuss their experiences and learning.

Review Date: September 2024