



St Joseph's Catholic Primary School, Wallasey

SMSC Policy

Our Mission Statement guides all we do at St Joseph's, *'Together in faith we nurture, encourage and inspire each other, to achieve excellence and become all that Jesus calls us to be'*.

At St Joseph's, we believe in building a community of caring, compassionate, respectful and highly motivated children who will grow up into strong members of society. Our school curriculum is planned to support this, and enriched with a wealth of opportunities for pupils to learn and play together, to take part in a wide variety of cultural activities, and to mix with people of other ages, cultures and faiths in order to develop understanding and interest in the world.

The distinctive nature and religious character of our school is not something that can be restricted merely to our R.E. lessons, but must present itself in all aspects of our school life especially in the way we aim to assist the spiritual, moral, social and cultural development of our pupils.

The spiritual development of our pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths
- openness to attending and contributing to school events, such as; daily collective acts of worships, regular visits to mass and liturgical services run within school
- feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Spiritual development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends it continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's "spirit, personality or character".

The educational mission of the Church is rooted in Christ's mission:

"that all may have life and have it to the full"

John 10:10

This involves the ongoing development of the entire potential of each individual made in the image and likeness of God and finding fulfilment in God alone.

"Spiritual" is not synonymous with "religious"; all areas of the curriculum may contribute to pupils' spiritual development. Spiritual development, then, is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour questions which are "at the heart and root of existence". It is therefore also about what our school provides - through our curriculum, through Collective Worship, through its mission statement, ethos and climate - to help individuals to make sense of these questions, and about what it does to help form pupils' response to life and to various forms of experience, or even to questions about the universe.

Spiritual – belief, kindness, awe and wonder, reflection

This can be seen in our school through:

- Our Mission Statement, 'Together in faith we nurture, encourage and inspire each other, to achieve excellence and become all that Jesus calls us to be'
- Keeping our faith at the forefront of all we do, our children learn, live and love through following in the footsteps of Jesus.
- Prayer life in our school – our children prepare and lead weekly Collective Acts of Worships in their class

- Giving pupils the opportunity to explore Catholic gospel values and beliefs and the way in which they impact on peoples' lives;
- Gospel Assemblies for the school; regular opportunities of Catholic meditation regular celebration assemblies and liturgies.
- Frequent opportunities to receive the Sacrament of the Eucharist in KS2, as well as Reconciliation during Advent and Lent.
- Children's work in their RE books and displays around the school give clear insight into the spiritual development of our children.
- Religious Education lessons deepen our children's understanding of their faith through use of Scripture and what we can learn from the life of Jesus.
- Our bespoke curriculum is exciting and engaging, providing many opportunities for children to experience awe and wonder in their learning, across all subjects.
- Learning about other faiths fosters a sense of equality and respect for all members of our wider community, with visits to other places of worship allowing children to find out more about how other faiths worship God or their religious icons.
- Our Prayer Garden and Prayer Areas are used for Collective Acts of Worship and role play sessions
- Supporting and developing all children's beliefs in ways which are personal and relevant to them;
- Encouraging pupils to explore and develop what animates themselves and others;
- Encouraging pupils to reflect and learn from reflection;
- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- Accommodating difference and respecting the integrity of individuals;
- Promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
 - encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why', 'how' and 'where' as well as 'what';

Moral development

The educational mission of the Church brings to life Christ's new commandment "that you love one another as I have loved you" (John 13:34). This vital gospel commandment is lived out in the daily life of our school, by all school community members, in many ways including:

- forgiveness
- freedom
- tolerance

- respect
- relationships

These values are the starting point for Moral education in our Catholic school.

The moral development of our pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

At St Joseph's, we provide a clear moral code based on Gospel values and the teaching of the Catholic Church, as a basis for behaviour which is promoted consistently through all aspects of the school. Moral development is about the building, by pupils, of a framework of moral values, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Moral development involves the distinction between right and wrong, good and evil in a social context. Moral development, therefore, is about a growing awareness of, and a positive response to, the demands of living as an individual with others in community. Schools, therefore, need to consider how an individual pupil and, of course, a teacher can best develop in his or her unique way within an identifiable Catholic community.

++ Spiritual and moral development across the Curriculum - Catholic Education Service.

Moral – lesson learned, environment, eco team, nature, peace, world help, rights and responsibilities

This can be seen in our school through:

- The outstanding behaviour of the children at our school, both in the classroom and around the school
- The relationships between staff, children and one another demonstrate respect and tolerance at all levels

- Our Behaviour Policy reminds children to make the right choices, as well as the consequences of their actions – both good and bad
- Children who require additional support for behaviour can access mental health and well-being programmes available at school and through signposting to local third-party agencies
- Our curriculum offers many opportunities to reflect on behaviour as well as discuss and debate on moral and ethical issues
- Our children show an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- Children have the confidence to act consistently in accordance with their own principles and have the ability to think through the consequences of their own and others' actions;
- Teachers give the children opportunity to make responsible and reasoned judgements on moral dilemmas; children are encouraged to express their views of ethical issues
- All members of our school community have and show respect for others' needs, interests and feelings, as well as their own;

Social development

Christ is like a single body, which has many parts; it is still one body, even though it is made up of different parts. In the same way, all of us, whether Jews or Gentiles, whether slaves or free, have been baptised into the one body by the same Spirit, and we have all been given the one Spirit to drink. A person has only one body, but it has many parts. Yes, there are many parts, but all those parts are still just one body. Christ is like that too. Some of us are Jews and some of us are not; some of us are slaves and some of us are free. But we were all baptised to become one body through one Spirit. And we were all given the one Spirit.

I Corinthians 12: 12-13

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent and worker in the community. It also involves the development of the interpersonal skills necessary for successful relationships.

All must consider it their sacred duty to count social obligations among their chief duties today and observe them as such. For the more closely the world comes together, the more widely do people's obligations transcend particular groups and

extend to the whole world. This will be realized only if individuals and groups practice moral and social virtues and foster them in social living. Then, under the necessary help of divine grace, there will arise a generation of new women and men, the moulders of a new humanity.

Gaudium et Spes, (The Church in the Modern World) Vatican II, 1965 #30.

We recognise at St Joseph's, it is important we offer children many social experiences and opportunities to learn and to grow from their similarities and differences to their neighbour. We use Jesus Christ as our role model for talking to all in society, and not just the people who made him feel comfortable.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social – community, people around you, discussion, how to get on, citizenship, friendship skills, keeping safe

This can be seen in our school through:

- The democratic election of the School Council
- Fundraising for local, national and global charities
- Participation in sporting and other community events have enabled our children to socialise with children outside of their own school community
- Emotional Literacy Support Assistants (ELSA) support children to develop their social skills and apply these to a range of different contexts
- Carefully planned school trips and visitors to the school. Children carefully planning questions and discussion points for visitors to school, to tailor the experience to their needs and interests

- Weekly Celebration Assembly celebrates children's achievements both inside and outside school

Cultural development

Now, in Christ, it doesn't matter if you are a Jew or a Greek, a slave or free, male or female. You are all the same in Christ Jesus.

Galatians 3: 28

Cultural development is not only about understanding cultures of others, but primarily about understanding one's own culture and cultures that one interacts with. At St Joseph's, we believe in the importance of exposing our children to many local cultural and historical places of interest to increase their 'cultural capital'. The teachings of Jesus illustrate the importance of humility when interacting with different cultures. The Parable of the Good Samaritan is an excellent example of this, and shows that Christians cannot take a superior view. We guide our children to look at their own and other cultures with open eyes and a curious mind.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities, both within school and during external school enrichment activities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards difference
- openness to learning about people from other faiths; countries and belief systems

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is ultimately linked with schools' attempts to value cultural diversity and prevent racism.

Cultural – people around the world, environment, different countries, faiths/religions

This can be seen in our school through:

- Our diverse school community and the way in which our children interact with each other in a positive and respectful manner.
- Our bespoke curriculum provides meaningful opportunities for the children to learn about people from history, different cultures and backgrounds.
- The diverse role models and important historical figures from across the globe we have placed in all units of work in our foundation subjects
- The carefully thought out school enrichment opportunities offered to the children, to open their minds to different people and issues in their local and global communities and environment
- Learning about Social Justice 'Laudato Si Care of our Common Home' and how our actions impact on people in poorer countries around the world.

At St Joseph's, SMSC is sometimes taught discretely, and sometimes through other subjects. It is interwoven with the drive to promote positive relationships with all people, tolerance and respect. We hope that our pupils will grow into confident, responsible, respectful and active members of society who are able to take their place in the world and go on to achieve great and exciting things.

Personal, Social and Health Education – PSHE

PSHE is to be taught according to the teachings of the Catholic Church. The guidelines for specific areas of PSHE are not in the compass of this document but it is important to indicate that much of what is said under Spiritual and Moral Development above, finds its place in PSHE. So also do matters concerning the dignity of the human person, racial awareness, equal opportunities, personal development, community involvement and the family

Political literacy:

Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge - a concept wider than political knowledge alone.

This can be seen when children look at the work of CAFOD- Catholic Agency for Overseas Development.