

St Therese of Lisieux Catholic Primary School



'To Live in Love'

Social Moral Spiritual and
Cultural Policy

January 2015



St Therese of Lisieux Catholic Primary School Social, Moral, Spiritual and Cultural Policy



STATEMENT OF INTENT

At St Therese of Lisieux, all expectations, practices and standards are based on our summary mission statement:

'To Live in Love'

This policy contains key information with regard to school expectations and good practice as well as the principles which underpin these. The information contained in this policy is to be shared with all relevant staff and other adults working within the school.

This policy is to be reviewed every two years as part of self evaluation and school improvement.

Introduction

At St Therese of Lisieux the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school issue. People form their values and attitudes in childhood. These may change over time, but those values and attitudes formed in early life are likely to have a strong influence on the adult person's role as a citizen.

As a school, we have a duty to provide a positive influence whilst at the same time allowing students freedom of expression and the ability to reach decisions for themselves. The example set by adults in the school and the quality of relationships is of particular importance in promoting spiritual, moral, social and cultural development.

DEFINITIONS

Spiritual development

As a Catholic community we believe that spiritual growth is the process of becoming more and more like Jesus Christ. When we place our faith in Jesus, the Holy Spirit begins the process of making us more like Him, conforming us to His image. Spiritual growth is perhaps best described in Peter 1:3-8, which tells us that by God's power we have "everything we need" to live lives of godliness, which is the goal of spiritual growth.



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Pupils' spiritual development is shown by their:

- beliefs, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Moral development is about the building of a framework of moral values, which regulates pupils' 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 gaining an understanding the range of views and the reason for the range. It is also about developing an opinion about the different views.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

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 involves growth in knowledge and understanding of society in all aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles responsibilities and life as a citizen, parent or worker in the community. It also involves the development of the inter-personal skills necessary for successful relationships.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds



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- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Cultural development is about student's understanding of their own culture and other cultures in their town, region and in the country as a whole. It is about understanding the cultures represented in Europe and elsewhere in the world. It is about understanding that cultures are always changing and coping with change. Promoting student's cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Prayer and worship
- Curiosity and mystery
- Awe and wonder



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- Connection and belonging
- Heightened self-awareness
- A sense of security, well-being, worth and purposefulness

The school will develop 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.

Moral Development

At St Therese of Lisieux we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings



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and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through RE lessons, collective worship, circle time, social skills groups and SEAL/PSHE/Circle Time sessions.

Social Development

At St Therese of Lisieux we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

St Therese supports pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided



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Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

St Therese supports pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of RE, MFL, ECO & School Council.

Date: January 2015

Review: January 2017