



Holy Family Catholic Primary School

Spiritual, Moral, Social and Cultural Development Policy

At Holy Family Catholic Primary School, we are committed to the holistic development of pupils, integral to Christ's mission that "all may have life, and have it to the full" (John 10:10). The school will develop a climate within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

The children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate and take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and with others. Our school mission is upheld by all members of our school community, creating a culture of unity, cohesion and respect. In doing so, they will be fulfilling their potential of who God has called them and gifted them to be.

Definitions

Spiritual development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which form their perspective on life and their interest in and respect for different people's 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

Moral development

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 the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development

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
- 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

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
- Attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities

Planning and Implementation

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. The curriculum has been devised to ensure the spiritual, moral, social and cultural needs of our children are met through cross curricular activities and across all subjects within our curriculum. We recognise the particular and vital contribution of Come and See, Collective Worship, RSHE, RSE and circle time activities. This is further enhanced through visits, visitors and focus weeks, e.g. Refugee Awareness Week, CAFOD Week.

Growing Spiritual Development

Children are given opportunities to reflect upon the meaning of spiritual experiences, acquire insights into their personal existence and develop a set of principles, beliefs and values. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Centrality of prayer and worship
- A sense of security, self being, worth and purposefulness

Our school develops pupil spiritual development by:

- Embodying and reflecting on our Mission Statement “Together with Jesus, we grow in love.”
- Daily Collective Worship on a range of themes and following the Liturgical calendar
- Come and See RE Curriculum with a focus upon engaging and responding to what they have learned in each topic
- Giving children the opportunity to support spiritual development for their peers, eg. planning and leading Collective Worship, Faith in Action group
- Praying regularly as a school community in a variety of ways
- Giving pupils opportunities across the curriculum to explore Big Questions
- Encouraging children to reflect upon their own worth, talents, gifts and purpose
- Celebrating the achievements of our pupils through reward assemblies and displays
- Providing opportunities for creativity, awe and wonder through the curriculum, eg. hook lessons, Wow experiments, after-school clubs, inspirational visitors and visits
- Allowing children’s interests to guide learning, particularly in the Early Years and Foundation Stages

Growing Moral Development

Moral development is a growing awareness of, and positive response to, living as a unique individual with others in community. At Holy Family, 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
- Understand, value and respect the moral codes of the Catholic Church
- Develop an ability to think through the consequences of their own and others' actions
- Develop an understanding of the need to forgive and be forgiven
- Have an ability to make responsible and reasoned judgments
- Ensure a commitment to personal values
- Have a 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 set of rules as a basis for behaviour which is promoted consistently through all aspects of the school
- Using Restorative Practice procedures to build, maintain and repair relationships
- 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
- Discuss and identify feelings and emotions and how to express these through behaviour that is acceptable within the school community and within society
- Developing an understanding of our school values and learning values, as a framework for Gospel and British Values in our school
- Learning about and from the moral codes of the Catholic Church through Come and See and Collective Worship
- Rewarding expressions of oral insight, good behaviour, academic and social achievements through praise, stickers, Star of the Week, Dojo points and the Dojo cabinet.
- Annually, hold elections within each year group for School Council, developing an understanding of democracy in action
- Investigating, discussing and debating moral and ethical issues through the curriculum eg. development of the Rainforest, uses and protection of the oceans, Fairtrade
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.
- Promoting racial, religious and other forms of equality and preventing all forms of bullying and discrimination on the basis of race, religion, gender, sexual orientation, age or other criteria

Growing Social Development

At Holy Family, children are given opportunities to relate positively to each other and to develop an appreciation for the joys and demands of belonging to a school community, local community and global community. 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 gifts and contribution to society
- Seek justice for all, within and beyond the school community
- Show care, consideration and respect for all people, living things, property and the environment
- Demonstrate responsibility
- Understand how societies function and are organised in structures such as the family and the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Recognising the value and dignity of all pupils, staff and members of our school community made in the image and likeness of God.
- Identifying key issues and principles on which school and community life is based
- Fostering a sense of community, with common School Values
- Using Restorative Practice procedures to build, maintain and repair relationships
- Encouraging pupils to work cooperatively, one of our learning values
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – e.g. through Collective Worship, assemblies, residential experiences, school productions, Dementia Friends community work
- Helping pupils develop personal qualities which are valued in a civilised society, e.g. 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
- Exploring and celebrating Catholic Social Teaching, eg. Our Common Home/ Laudato Si
- Providing positive and effective links with the world of work and the wider community eg Dementia Friends work
- Promoting racial, religious and other forms of equality and preventing all forms of bullying and discrimination on the basis of race, religion, gender, sexual orientation, age or other criteria

Growing Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- Mutual respect and tolerance for different cultures and traditions
- A sense of belonging and embracing of pupils' own cultures and traditions
- An ability to reflect on important questions of meaning and identity
- An understanding of their own heritage over time
- An interest in exploring the relationship between human beings and the environment
- An appreciation for the arts and love of learning

Our school develops pupil cultural development by:

- Encouraging children to learn from each other in our school of high levels of diversity
- Extending pupils' knowledge and use of cultural imagery and language
- Celebrating, remembering and marking key events throughout the year, eg. Remembrance Day, Refugee Awareness Week
- 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
- Learning Spanish in Key Stage 2 and celebrating Spanish Day annually
- Reinforcing the school's cultural links through displays, posters, exhibitions etc.
- Developing partnerships with outside agencies and individuals to extend pupils cultural awareness, e.g., theatre, museum and gallery visits
- Annual Other Faith weeks to explore Judaism and Islam, including visits to other places of worship
- Annual Black History Week in RSHE and History
- Exploring and celebrating Catholic Social Teaching, eg. Our Common Home/ Laudato Si
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with subject leaders of RSHE, RE, MFL and the School Council

Pupil Voice

The term 'pupil voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school. A pupil well-being questionnaire is issued annually. The School Council, whose members were elected by their peers, meet weekly. Peer mentors, Playground buddies, Prefects and Play leaders all contribute to the running of the school and are a valuable asset to Holy Family.

This policy links directly with teaching British Values.

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