Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us

Spiritual, Moral, Social and Cultural Development Policy

The Place of Spiritual, and Moral Education in Our Lady's Catholic Primary School:

As a Catholic School, we seek to develop an ethos in our school whereby the spiritual, moral and cultural needs of all within the school community are supported. This will be expressed through our response to the gospel values.

"We learn to love everyone a Jesus loves us"

'Spiritual, 'Moral' and 'Cultural' are not synonymous with 'religious'; therefore, all areas of the curriculum and indeed the very ethos of the school may contribute pupils' spiritual, moral and cultural development.

Introduction

The promotion of pupils' spiritual, moral, social and cultural development provides the 'why' of education: it is an essential ingredient of a successful Catholic school. The statutory requirement that schools should encourage pupils' Spiritual, Moral, Social and Cultural development was first included in the Education Reform Act 1988. The Act began as follows:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:
a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and
b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'
The Act clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as:
'…the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.
Spiritual, Moral, Social and Cultural Development is at the heart of what education is all about – helping pupils grow and develop as people.

Opportunities for pupils to experience and learn about Spiritual, Moral and Cultural Development in Our Lady's school.

It is an expectation at this school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

Spiritual Development

Spiritual education helps pupils to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. “Spiritual’ means ‘of the spirit’. Spiritual development, therefore, concerns the development of the essence of a unique child. In the Catholic tradition, spiritual development is related to growth in faith. However, Spiritual is not synonymous with ‘religious’; all areas of the curriculum may contribute to pupils’ spiritual development.

Spiritual development is concerned with how an individual acquires personal beliefs and values, especially on questions which are “at the heart and root of existence.” It is therefore also about what a school provides – through its curriculum, through Collective Worship, through its ethos and climate – to help individuals to make sense of these questions and about what it does to help form pupils’ response to life, to their various experiences and even to questions about the universe. Spiritual is very much at the heart of life.

Spiritual Development is promoted throughout the whole curriculum by providing pupils with opportunities and encouragement to:

- Reflect on themselves, others and life’s fundamental questions (Come and See, literacy, science, PSHE)
- Exercise intellectual curiosity – testing their beliefs against others’ and exploring sameness and differences (study of other faiths, geography, history)
- Study and discuss – the insights of the great teachers and philosophers
- Experience awe and wonder – to be moved by nature and by excellence in human achievement.
- Exercise imagination and intuition – in creative pursuits and in forming theories in their academic work and daily life.
- Discuss and debate – insights, beliefs, ideas, emotions, feelings and experiences (Come and See, PSHE, themed weeks)
- Reflect and respond to God’s presence in prayer, worship, reflection and during collective worship, liturgies and celebration of the Sacraments.

The development of children spiritually implies that this is an area in which they can make progress. This may not be linear but may include the following steps:

- Recognising the existence of others as independent from themselves.
- Becoming aware of and reflecting on experience.
- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible responses and interpretations.
- Developing personal views and insights
- Applying insights gained with increasing degrees of perception to one's own life.
- Personal response to questions about the purpose of life and to the experience of beauty, love pain or suffering.

Moral Development

Moral Development is about the building, by pupils, of a framework of moral values which regulates personal behaviour. It is about the development of pupils' understanding of society's shared and agreed values. All adults in the school are aware that children learn by example. All adults therefore aim to demonstrate respect in their relationships with each other and with the children in their care. This is demonstrated informally through daily interactions with colleagues and pupils. The School Council recognises the value of pupils' opinions and good behaviour is rewarded.
Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong.
Moral development is concerned with understanding the difference between right and wrong and with committing ourselves to doing what is right because we want to do right.
People who are developing morally listen to their conscience, the inner sense informed by their upbringing, experiences, faith and religious beliefs and are prompted to do what is right out of love for others, respect for ourselves and regard for the world in which we live.

Moral Development in our school is promoted throughout the whole curriculum. Pupils are provided with opportunities and encouragement to:

- Think critically – understanding the difference between fact and opinion, informing themselves about key social, political, economic and legal issues, evaluating evidence for and against different sides in a debate and making informed decision about their own positions (literacy, citizenship, history)

- Acquire and develop appropriate values and attitudes – those that enhance willingness to participate and help others to participate where necessary

- Discuss and debate – exercise reason in debate and develop an understanding of the powerful influences on public opinion represented by the

political parties, the church and other faith communities, the media and other organisations
- Participate in democratic processes such as school councils, committees and discussion groups.

- Participate in the life of the wider community through volunteering and charity work.

Social Development

In accordance with our Christian belief, the School sets out to foster the commitment and ability to live and work with others, to share resources and to show concern and responsibility for others in School and the wider community. Classroom management will seek to promote group co-operation and mutual responsibility. Children will be pointed to the value and importance of working, playing and praying together.

The School sets out to offer a wide range of educational, social, sporting and extra-curricular activities to all its members. Responsible leadership roles will be encouraged in a range of activities, including extra-curricular.
Social skills are developed through a full range of activities in School so that children will become polite, tactful and confident.
Children are encouraged to participate in and contribute to the life of the Church and the community. Social achievement and service to Church or community are recognised and celebrated in School.

The School's programme of fund-raising, the way funds are raised and the Christian, charitable and other causes chosen contributes to developing the habit of care and support for those in need. Pupils are given the opportunity to choose charities the School should support and to take an active part in planning and carrying out fund-raising.

Cultural Development
The School aims to broaden children's horizons by introducing them to a range of cultural activities and experiences, by building up an appreciation of their own cultural heritage and traditions and introducing them to examples of the variety of cultures, beliefs and ways of life. At the same time the School will seek to emphasise and express its Christian foundation, values, beliefs and way of life.
The planned programme includes the following:
• Experience and appreciation of the rich heritage and range of cultures/faiths in Britain in particular through English, Drama, History, Geography, RE, Music, Art and Sport;
• Educational visits to museums, events and places of religious, cultural and historic interest.
• Study of other faiths in their Come and See lessons.

At Our Lady's we aim to create a secure community in which the Gospel Values of Freedom, Justice and Love permeates every aspect of its life and work.
Our Lady's school is dedicated to enabling all members of our school community to grow in faith through a deepening knowledge of creation and revelation and to live that faith within our school community, at home, in the parish and in the wider world.

This Policy should be read in conjunction with the following school policies and schemes:

- Mission Statement
- RSHE
- Collective Worship
- PSHE
- Curriculum maps for foundation subjects
- Curriculum map for RSHE/PSHE/Science/JIL/Come and See

Signed:
Chair of Governors
Date: May 2020
Review: May 2023