

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

In our school we believe that pupils' spiritual, moral, social and cultural development should be at the very centre of all school life. We see it as a basis for all learning, in terms of attitudes, social behaviour and personal development as well as academic attainment. Whilst the most explicit opportunities to promote children's SMSC development are found in religious education, Acts of Collective Worship and PSHE, it is also embedded in other National Curriculum subjects, and a very important contribution is made by the school 3 word mission statement, which ensures positive relationships between all members of the school community.

We believe that SMSC enables children to become more well-rounded, confident and independent. This is particularly important to us: as a Catholic school, who see every person as a unique and special gift from God, a broad curriculum that includes development of the whole child is crucial.

Aspect	Statement	Evidence	Impact
<p>Spiritual</p>	<p>In our school we see Spiritual Development as a voyage of discovery that is concerned with pupils' search for meaning and purpose in life, as a journey towards becoming closer to God and equipping them with techniques to become a child of God. It involves the growth of children's sense of self, their unique potential, their strengths and weaknesses, and their will to achieve.</p>	<p>Meditation takes place weekly led by Sr. Anna Patricia. She is currently training Year 6 children who will be able to lead periods of quiet reflection across the school at key times. <i>Some classes already use moments of stillness in their RE lessons and at other times in the day.</i></p> <p>Acts of Collective Worship always include opportunities for children to reflect. (Diocesan Canonical Inspection – June 2015, Acts of Worship, Outstanding)</p> <p>Spiritual journals have been introduced across the school to enable children to reflect on a given weekly statement and its meaning to them.</p>	<p>They are empathetic, considerate, and concerned about each other's welfare.</p> <p>Children have become skilled at sitting peacefully and taking part in private reflection.</p> <p>Children show respect for one another, and interest in exploring the values and beliefs of others.</p> <p>They use imagination and creativity in their learning.</p> <p>Children understand that their learning does have a relevance to their daily life away from school.</p> <p>They demonstrate deeper thinking alongside improvements in academic attainment.</p>

		<p>The curriculum was remodelled for academic year beginning Sept 2015 into a 'creative' curriculum. We have tried to ensure that learning activities stimulate curiosity in our pupils, both about themselves and their place in the world.</p> <p>Wherever possible, learning is placed in a real life context.</p> <p>Staff have had training in Bloom's Taxonomy questions and are working with children to develop their questioning skills. Children are encouraged to question and personalise their learning.</p>	
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<p>Moral</p>	<p>In our school, we use the Gospel Values to teach the children right from wrong. As they become older, these are more explicitly described as Gospel Values.</p> <p>The values mean they can draw on them as they face life's challenges.</p> <p>These values will guide their thinking, their feelings, and how they behave towards others. They will help them answer the questions, <i>'What kind of world do I want and how can I help to bring it about?'</i></p>	<p>3 word mission statement clearly shows the values at the centre of our community.</p> <p>Our behaviour policy works on using specific praise and children have been encouraged to discuss unacceptable behaviours.</p> <p>Everyone in the school community is treated positively and with respect. The staff model, through the quality of their relationships and interactions, the principles which they wish to promote e.g. fairness, integrity, keeping promises.</p> <p>In our school there is a focus on fairness in relation to social justice.</p> <p>As all people in the eyes of God are equals, we ensure that discrimination does not take place and help pupils recognise the importance of the rule of law and justice.</p> <p>The children are encouraged to take responsibility, for example by showing respect for property and the environment.</p> <p>Children have opportunities to develop the skills of listening and</p>	<p>The children recognise right and wrong, and apply their understanding.</p> <p>The children are able and willing to reflect on the consequences of their actions and know how to forgive themselves and others.</p> <p>At an age appropriate level, children are able to discuss moral values and ethical issues.</p> <p>They are able to say whether something is fair or unfair.</p> <p>They understand that there are issues where there can be disagreement, and are able to express their personal views and values.</p> <p><i>They understand that society's values can change over time.</i></p>

		<p>decision making with regard to moral issues within a safe learning environment.</p> <p>Through role play and discussion, pupils are made aware of moral dilemmas facing individuals and groups within society and the difficulties involved in resolving them</p> <p>The children learn from visitors who, through their experience and achievements in life, can provide the children with role models.</p>	
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<p data-bbox="360 204 456 236">Social</p>	<p data-bbox="651 172 1088 544">Through their social development children in our school acquire an understanding of the rights and responsibilities involved in being members of families and communities; local, national and global. They develop an ability to relate to others, to respect differing viewpoints and ideas, and to work with others for the common good.</p> <p data-bbox="651 580 1088 879">They feel a sense of belonging and demonstrate the skills and an increasing willingness to participate in, and make an active contribution to, making their voice heard, recognising that even small steps can make a positive difference to people's lives.</p>	<p data-bbox="1120 172 1554 400">In our school we help our pupils develop personal qualities such as thoughtfulness, honesty, respect for difference, independence, inter-dependence and self-respect.</p> <p data-bbox="1120 448 1554 676">We foster a sense of community, with common, inclusive values which ensure that everyone can flourish, and encourage pupils to recognise and respect social differences and similarities.</p> <p data-bbox="1120 724 1554 906">Pupils are given opportunities and are encouraged to work co-operatively e.g. through group activities, residential experiences and school productions.</p> <p data-bbox="1120 954 1554 1066">We provide opportunities for pupils to exercise leadership and responsibility.</p> <p data-bbox="1120 1114 1554 1449">We help children to examine their beliefs, interpretations and horizons. We support them in understanding their place in the world, and the impact they can have on it, through Social Action projects, e.g. raising money to sponsor children in India, donating money to local food</p>	<p data-bbox="1579 172 2018 304">Our children are developing their social qualities and inter-personal skills, and are enjoying successful relationships.</p> <p data-bbox="1579 341 2018 507">Pupils participate fully in lessons and the life of the school, and are able to work co-operatively together and resolve minor conflicts.</p> <p data-bbox="1579 544 2018 644">They understand the purpose of secret ballot and political representation in our democracy.</p> <p data-bbox="1579 681 2018 783">They understand how they can make a positive difference to their community.</p> <p data-bbox="1579 820 2018 922">The children have the confidence to fulfil a variety of team roles, including leadership.</p> <p data-bbox="1579 959 2018 1061">The children are increasingly able to express themselves clearly in debates.</p> <p data-bbox="1579 1098 2018 1257">The children know that their ideas are valued and that they are capable of making a positive contribution to the life of the school.</p>

		<p>banks.</p> <p>We provide opportunities for 'Pupil Voice', for example when reviewing school rules and procedures.</p> <p>We help our children develop the language and vocabulary with which to understand and debate social issues.</p> <p>We provide opportunities for the children to engage in democratic processes e.g. school council.</p>	
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<p>Cultural</p>	<p>We believe that cultural development is about preparing children for the modern world in which they will need to understand and feel comfortable in a variety of cultures and be able to operate in and contribute to the emerging world culture of shared experiences provided by social media, travel and the internet.</p> <p><i>In our school cultural development provides a means through which to work across divisions in our community. It presents opportunities for social inclusion and for fostering social cohesion whilst developing intercultural and interfaith understanding, and helps to engage the disengaged.</i></p>	<p>Twice a year, our focus for the week becomes a world faith, one of these is always Judaism because of our Faith's shared heritage.</p> <p>Our teachers develop in children an ability to appreciate and respond to a variety of aesthetic experiences.</p> <p>All children are encouraged to contribute to culture themselves through music, dance, art and literacy etc. We recognise and nurture particular gifts and talents.</p> <p>The children are given opportunities to explore their own cultural assumptions and values, to share what they have in common, and celebrate their differences.</p> <p>We have developed partnerships with individuals and organisations to extend pupils' cultural awareness, e.g. the local theatre, museum, and resident artists.</p>	<p>Children show respect for others and interest in different faiths and religions.</p> <p>The children recognise their own strengths and talents, and appreciate those of their peers.</p> <p>The children absorb cultural influences and express them through their own work (e.g. painting and poetry).</p> <p>They are more able to draw on knowledge and learning beyond what is being taught in any particular lesson.</p> <p>They recognise discriminatory behaviour and attitudes, and take appropriate steps to counteract it.</p>