

St Faith's School Policies

Policy Statement on Spiritual, Moral, Social and Cultural (SMSC) Development

We welcome as an integral part of our work at St Faith's the requirement to foster the spiritual, moral, social and cultural development of every pupil within the school community. We endorse this as part of our emphasis on holistic education which sees the pupil as a whole person, a unique and valuable member of the community. We encourage pupils to be self-aware and aware of others, both within and beyond the school community.

Spiritual: *Pupils are encouraged to see that there is more to life than the material and to develop a growing sense of appreciation, responsibility and respect for themselves, each other and the wider world.*

Through our services celebrating the Christian festivals, pupils are encouraged to: celebrate the gifts of creation, life and love; appreciate the need and provision of forgiveness, reconciliation and grace; and foster a sense of hope, meaning and purpose. Our assemblies promote the implications of our foundational Christian values: respect, integrity, initiative, service, perseverance, generosity, excellence and distinction.

Pupils are continually taught the importance of the respect due to all fellow human beings, and this is modelled and encouraged throughout the school. Respect is regularly referred to through assemblies, curriculum lessons and 'being our best selves' which promotes respect of others as a key tenet. Our PSHCE and Humanities curricula explore beliefs and experiences held within and beyond the community, promoting understanding and appreciation of a variety of faiths and cultures. The Humanities curriculum incorporates study of each of the major world religions and their belief structures, focusing attention on knowledge, understanding and appreciation. Attention is paid to developing an accurate understanding of how faiths differ one from another and pupils are encouraged to discuss these differences in a respectful spirit, tolerant of those whose views differ from their own. Pupils are given the opportunity to share their own beliefs inasmuch as they would like to.

Every part of the curriculum, including the academic, arts and sports subjects, is expected to foster a sense of 'appreciation' – an enhanced aesthetic or moral awareness, a sense of wonder or awe. Pupils are encouraged to enjoy learning about themselves, others and the world in which they live and to reflect on these. Every opportunity is given for pupils to make personal, creative and individual responses to the curriculum, and to appreciate the responses of others. We value creativity, individuality and diversity within our school, and offer a wide range of opportunities for children to express their own personality, thus helping them to grow in confidence.

Moral: *Pupils are taught that we live in a moral world, and to understand the difference between right and wrong.*

The School's principles and practices mirror this, with a system of basic rules that govern the behaviour of all members of our school community in order to allow the School to run in a safe and successful manner, while recognising and encouraging the expression of individuality within this framework.

Moral issues affecting the School and the wider world are regularly discussed in assemblies, PSHCE lessons and Tutor Times as well as in other parts of the curriculum including Modern Languages, Humanities and English. Lessons explore moral and ethical issues across the range of subjects, from fair play in Games, to taxation in Maths and studies of slavery in History and English. Pupils are at all times encouraged to be

'their best selves' and are actively taught across all parts of the curriculum and in assemblies what this means in practice.

Through our 'Time Out' system pupils learn that inappropriate actions have consequences, and are encouraged to reflect on their behaviour and its effect on themselves and others, reaching an understanding that appropriate actions have good consequences. Integrity of character is fostered. Pupils are expected and encouraged to act in a way which demonstrates self-respect and respect for others. They are encouraged to develop the ability to reason logically, to understand cause and effect in the moral as well as physical world, and to offer considered, reasoned views. Pupils learn how the rule of law supports a moral code, protecting what is good and acting to halt or prevent that which is wrong.

Social: *Pupils are encouraged to see themselves as members of a community which flourishes through understanding and appreciation of diverse viewpoints and fostering a spirit of service and collaboration.*

All pupils participate in community events including Buddy times, and fund-raising events, and volunteers are invited to stand for School Council and as Eco Reps, and through them the views of others are presented. Decisions made by the School Council and Eco Committee have direct impact such as in the provision of adventure outdoor play equipment, improved water fountains and the use of the school site as a community tree nursery.

The origins of British parliamentary democracy are taught through History, and pupils learn about the current political process in PSHCE. The school has a strong sense of community and upholds positive traditional democratic values of decision-making on the basis of the views of the majority, while respecting and taking into account other views.

Pupils are encouraged to integrate with the community, from litter picking the local area to participating in the Integrated Arts project, working with disabled children in collaborative drama.

Cultural: *pupils are encouraged to explore and enjoy their cultural heritage and that of others, appreciating that the diverse origin and nature of our cultures is enriching.*

Through English and Modern Languages lessons, the performing and creative Arts, and Humanities subjects, pupils have access to and learn to appreciate the achievements of the Western cultural tradition and those of other cultures. Pupils are taught through History and the other Humanities subjects about the various factors contributing to the local, national and global environment in which they find themselves growing up. Pupils in Years 7 and 8 have opportunities to extend and enrich their cultural appreciation through residential trips to Catalonia and Rome respectively.

Pupils are given opportunities to celebrate and enjoy elements of traditional British culture – such as Pancake Day – and other cultures, such as the Chinese New Year, both of which might typically be marked in assembly or reflected in a lunch menu. Pupils are encouraged to understand cultural differences within and beyond the community; the School has links with a Liverpool academy, a township school in South Africa, both of which pupils have visited, and with a charity working to provide education and health care in Southern India.