

St. Michael's SMSC Development Policy



Overview

All staff and governors at St. Michael's school recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults and the local and wider community.

Staff will ensure that there are planned opportunities throughout the curriculum for pupil's spiritual, moral, social and cultural development. Values will be explored throughout the curriculum, especially in RE and collective worship. There will be regular, opportunities for discussion and personal reflection. The integrity and spirituality of pupils' own faiths and backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and all pupils will be given opportunities to discuss alternative views.

This policy will be referred to with full regard to the school's policy on equal opportunities and equality of access.

Definitions

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At St. Michael's we offer a broad and balanced programme of cultural development through our cross curricular approach.

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 is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. It also involves the development of the interpersonal skills necessary for successful relationships.

Moral Development

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

At St. Michael's the children's framework for moral development is The Golden Rules. Through Merit Assembly and Golden Time the children learn about the benefit of following these rules and through loss of Golden Time the consequences of not following them.

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of sense of identity, self-worth, personal insight, meaning and purpose. It is about the developments of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul', other as the development of 'personality' or 'character'.

We follow the Manchester Diocesan syllabus which we have integrated with our cross curricular approach.

All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all people as valued individuals. Pupils will have opportunities to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils will gain an understanding of their rights and responsibilities and the need to respect the rights of others. All curriculum areas will seek to use resources drawn from as wide a range of cultural contexts as possible.

General Aims

Our school aims to ensure:

- That all stakeholders are aware of our values and principles as they relate to the SMSC development of our pupils.
- There is a consistent approach to the delivery of SMSC issues through the curriculum and throughout the school as a whole.
- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background.
- That each pupil experiences a wide range of opportunities which enable him or her to fully develop as individuals, fully aware of their responsibilities.

As a school we will ensure pupils have opportunities to:

- Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning.
- Develop and apply an understanding of right and wrong in their school life and life outside school.
- Take part in a range of activities requiring social skills.
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability.
- Gain a well informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcome any barriers to their learning.
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including for example developing an appreciation of theatre, music and literature.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain and
- Understand and appreciate the range of different cultures within school and further a field as an essential element of their preparation for life.

Monitoring and evaluation

Provision and impact of SMSC development is monitored and reviewed on a regular basis by

- Monitoring of teaching and learning and work scrutiny by co-ordinators/senior leadership team/head teacher/governors.
- Regular review at staff and governors' meetings.
- Audit of relevant policies and units of work, as well as collective worship.

Adopted *Mrs A Drayton*

Reviewed by Govenors March 2015 (See FGB minutes) Checked July 2018