



Spiritual, Moral, Social and Cultural Policy

Version	Approved By	Approval Date	Review Date	Changes Made
1	T & L Committee	September 2018	September 2020	
2	T & L Committee	1.2.22	1.2.23	Updates to Vision & Mission

Cheadle Catholic Infant School Mission Statement.

Love~ Respect~ Shine:

Our Shared Vision

At Cheadle Catholic Infant School we offer a broad, balanced and creative curriculum. Our aim is to provide secure foundations for future learning, We want to ensure that our children acquire skills, knowledge and understanding through a love of learning. We want to nurture a belief that nothing is impossible and that all barriers to learning can be overcome. Our ambition for all our children is for them to be happy, respectful, loving, caring, confident and resilient learners who will grow up to be inspirational adults who will shine in all that they do.

All of the staff work very hard to make lessons interesting and to help every child find their best way of learning. As a result we have a wonderful school full of happy, well behaved children who are a pleasure to teach.

We are committed to achieving this vision by:

- Being reflective practitioners by taking on feedback and accessing continuous professional development in order to enhance our practice
- Listening to the views of all stakeholders and ensuring effective communication between all.
- Providing a broad and balanced curriculum for all pupils.
- Promoting a 'CAN DO' attitude to all aspects of school life for ALL of our children using our Growth Mindset characters.

Our Mission



At Cheadle Catholic Infant School we **love** and **respect** each other.
We **love** to learn and let our inner light **shine** brightly in all that we do.

Love:

Cheadle Catholic Infant School provides the opportunity for our children and families to love and be loved:

'We love because He first loved us.' 1John 4:19

We do this by:

- Creating a caring Catholic community in which all members can grow in love, trust and respect for one another.
- Providing a curriculum and learning environment where every child feels loved, safe and cared for.
- Providing a curriculum and learning environment where every child loves to come to school and loves to learn.
- Providing opportunities for children to show love for each other and God's world.

Respect:

Cheadle Catholic Infant School ensures that all children, families and stakeholders are respected and valued. We do this by:

- Ensuring that each member of our Catholic school community feels special and is given the opportunity to shine as a child of God.
- Providing a happy, safe school where everyone is respected and listened to.
- Providing a curriculum where children are encouraged to develop mutual respect and tolerance for each other.
- Encouraging children to challenge any discriminatory behaviour.
- Celebrating and rejoicing in our similarities and differences.

Shine:

Cheadle Catholic Infant School encourages all children to 'shine' and achieve in all that they do. We do this by:

- Providing a broad and balanced curriculum which enables children to fully develop their talents, gifts and skills.
- Providing a curriculum that will secure foundations for future learning.
- Nurturing confidence and high self esteem.
- Having high expectations of every child and member of staff in school.
- Ensuring that our curriculum provides opportunities for our children to become confident, resilient and independent learners.
- Regularly celebrating the talents and achievements of all of our children.
- Providing opportunities for our children to develop the skills and character that will help them to succeed in life.
- Encouraging our children to be aspirational, enjoy challenge, determined, positive and reflective.

Purpose

The purpose of this policy is to ensure that school provides opportunities for pupils **to develop spiritually, morally, socially and culturally.**

Content

All aspects of school life and the curriculum have the potential to contribute to these areas of development. The mission, ethos of the school and the values are implicit in the life and work of Cheadle Catholic Infant School. We believe that the foundations of spiritual, moral, social and cultural development are laid at home. We aim to promote this within our children by complementing and supporting the work of parents and carers.

The place of spiritual, moral, social and cultural development

It is important to recognise the role of the school in promoting these areas of development. We want to have a positive effect on how children think about themselves and the world, about their notions of right and wrong, how they relate to others and their appreciation of the richness of their own and other ways of life.

Spiritual Development at Cheadle Catholic Infant School

We believe this relates to individual identity and the search for meaning and purpose in our existence. At Cheadle Catholic Infant School, we aim to contribute to our children's sense of dignity, self-value, personal identity. We want our children to think, appreciate, reflect, question, overcome, wonder, love, shine, respect and work together.

Moral Development at Cheadle Catholic Infant School

We believe that moral development relates to human behaviour, distinguishing the difference between right and wrong. At Cheadle Catholic Infant School, our moral teaching is based formally on the teachings of Christ and of the Catholic Church. We work towards pupils developing the ability to make judgements and to become increasingly responsible for their own actions and behaviour. We do so through a clear behaviour policy that is shared with all children and parents. Expectations of good behaviour are high throughout the school. We use restorative approaches when dealing with any negative behaviour. We encourage pupils to think about how their behaviour affects others, both pupils staff. We help pupils to develop respect, responsibility and truth telling

Social Development at Cheadle Catholic Infant School

We believe that social development helps our children understand how live effectively and empathetically in and through community. We believe that good relationships , based on mutual respect and love are the key to a harmonious environment where all can work together towards the common good.. The social development at Cheadle Catholic Infant School enables pupils to participate fully in their family, class, and school, local and wider communities. Social development embeds our wider curriculum, behaviour policy and the teachings of the Church. It is corroborated with our ongoing work to enable pupils to understand both Gospel and British values.

Cultural Development at Cheadle Catholic Infant School

We believe that cultural development educates our children in beliefs and knowledge about cultures, diversity and traditions that make up a society. This starts with the school community, Church and Parish community, our wider local community, the national and international community. We believe that it is our duty to lead our children, through the development of respect and understanding, to develop a sense of identity, whilst at the same time acquiring awareness, understanding and tolerance to learn to live with a wider variety of people from different national, cultural, racial and religious backgrounds. We promote cultural development by giving pupils the opportunity to engage in a range of cultural activities so that they may appreciate aspects of their own and others cultural traditions.

Expectations for children leaving at the end of Year 2

- To distinguish between right and wrong.
- To take responsibility for their own actions.
- To understand the long and short term consequences of their actions for themselves and others.
- To develop for themselves a set of socially acceptable values and principles and set guidelines to govern their own behaviour.
- To respect each and every individual.

- To begin to recognise the moral dimensions to situations.
- To be able to participate successfully in the community as a whole.

Implementation of Spiritual, Moral, Social and Cultural Education

In order to promote the Spiritual, Moral, Social and Cultural Development of our children we will:

- Ensure that the school and classroom environment is stimulating and well ordered to promote positive learning and encourage personal development and responsibility.
- Promote positive relationships with and respect for all individuals and groups.
- Through the implementation of the R.E. and RSE policies, lead children to an awareness of spiritual values and an understanding that, regardless of colour, sex, status or religion, God loves us all equally.
- Promote positive values, qualities and attitudes and discourage negative ones through the implementation of our school Behaviour Policy;
- Foster social skills through teamwork and co-operative projects and encourage development of social responsibility by support for charitable ventures.

This will be achieved through opportunities in the curriculum (see below for curriculum provision) and as part of daily school life:

- The School Council team will work with the Head Teacher on making decisions about the school that affect all members of the community.
- Playground Friends will organize activities at lunchtime and supervise younger members of the school.
- School will continue to give all pupils the opportunity to take part in extra-curricular activities, sport events, school trips and learning experiences, throughout the school year.

Provision for SMSC across and within the Curriculum

English makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry and fiction.
- The promotion of a wide range of poets and authors from different cultural backgrounds.
- In Early Years this is promoted through Managing Feelings and Behaviours and Making Relationships.

Maths can provide a contribution to pupils' SMSC by:

- Co-operation in investigations and practical activity.
- The ability to 'reason.'

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

- Develop respect for the right of others to hold beliefs different from their own.
- Appreciation and understanding of different cultures, religions and traditions.

- Children are also taught the social responsibilities of the Church through CAFOD work, collecting food for local foodbanks, supporting Caritas etc
- This is explored in Early Years through People and Communities.
- Relationship & sex education is taught by the Diocese approved scheme 'Life to the Full.'

Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world
- Awareness of the ways that science and technology can affect society and the environment.
- Co-operation in practical activity.
- This is taught in Early Years through The World.
- Developing an awareness of how we can all be eco friendly and help the climate crisis.

Computing can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communication technology.
- Awareness of E-safety is taught regularly throughout the year.

History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as wars.
- Showing an awareness of the moral implications of historical figures.

Geography contributes to SMSC by:

- Reflecting on the fair distribution of the earth's resources.
- Studying people and places that give pupils that chance to reflect on the social and cultural characteristics of society.

Design Technology makes a contribution to SMSC through:

- Reflecting on products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.

Art may contribute to SMSC by

- Giving pupils the chance to reflect on nature, the environment and surroundings.
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Music contributes to SMSC through;

- Teaching that encourages pupils to appreciate the music of other cultures.
- Looking at the way that music can change moods and behavior.

Physical Education- Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Individual activities that provide the opportunity for self-reflection, awareness and challenge

PSHE-much work takes place in assemblies, prayer & liturgy, class discussion and PSHE lessons, giving pupils opportunities to:

- Talk about personal feelings and experiences.
- Share thoughts and feelings with other people.
- Explore relationships with family/friends/others.
- Discuss bullying & peer on peer abuse.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

Monitoring and Evaluation

The policy will be monitored and reviewed in line with our policy review procedure. Subject Leaders will ensure that there are opportunities for SMSC teaching in all subjects.

The R.E. coordinator will monitor the quality of the Payer & Liturgy provision.

Signed: P.Glynn (Headteacher) H O'Reilly (RE c-ordinator)