**How we promote SMSC in our School**

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| **Spiritual Development** | **Moral Development** | **Social Development** | **Cultural Development** |
| Pupils’ spiritual development is shown by their:ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and valuessense of enjoyment and fascination in learning about themselves, others and the world around themuse of imagination and creativity in their learning willingness to reflect on their experiences. | Pupils’ moral development is shown by their:ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of Englandunderstanding of the consequences of their behaviour and actionsinterest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | Pupils’ social development is shown by their:use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgroundswillingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectivelyacceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | Pupils’ cultural development is shown by their:understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of othersunderstanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britainknowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britainwillingness to participate in and respond positively to artistic, musical, sporting and cultural opportunitiesinterest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. |
| **How is it evidenced?** | **How is it evidenced?** | **How is it evidenced?** | **How is it evidenced?** |
| RE Curriculum Different Faith WeekCaritas in ActionMassesSRE Whole school assemblies Celebration of key Christian seasons Collective Worship Sacramental Programme Building the Kingdom celebration daysGIFT ChaplainsCaritas Ambassadors School valuesRetreat DaysVisitor Workshops – Just Youth.International Peace Day. Opportunities to reflect on their experiences and current events Visits to places of worshipStaff training on worship- Maria Hall Leaders retreat dayRE leaders cluster meetings.Staff support for none Catholic teachers e.g. CCRS and KerygmaBig questions | RE Curriculum Caritas in Action Caritas AmbassadorsAge appropriate responsibilities  Circle Time Anti- Bullying week Whole school assemblies school values Pupil VoiceChaplains Positive Behaviour Plans e.g. Dojos and individual behaviour charts.Charity appeals and collections  PSHCE Curriculum  Class charters Rewarding good behaviour e.g. sending to Head teacher Celebration assemblies Personal behaviour targets Nurture groups (strong emphasis on social and moral development)Rights respecting schoolE-Safety programmes and assemblies Meetings with parentsCPOMS- closely monitoring behaviour | Circle Time  After school clubs  Lunch time activities Learning Support nurture group - Transition visits  Charity support Extending community links.  Peer support Reading buddiesResidential visits School productions  Sports Days Resilience TrainingDrama TherapistAnti-bullying weekChild friendly anti-bullying policySports Captains/LeadersNSPPC workshopsDrugs and Alcohol weekSt. Joseph’s Welfare writing letters and cardsBuilding the KingdomRoad Safety workshopsSchool councils | Curriculum opportunities – local and worldwide studies  Visits to Art Galleries and museumsVisits to Libraries e.g. John Rylands’ and Manchester Central Library. Book Days/Week World book day trip.Exposure to rich, quality text from all culturesTheatre visits and trips - Productions/performanceCultural/Diversity DaysVisits from people from different Cultures/Religion e.g. Refugee week.Steel Pans and Ukulele lessons for classes/groupsMFL in schoolSports Days/Week  Opportunities for individual instrument lessons Black History WeekLearning about significant figures in history from different culturesTraditional different stories from different culturesAuthors and poet visits e.g. Pippa PixleyChatterbooks clubChoirDaily Mile |

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| **Impact on pupils** | **Impact on pupils** | **Impact on pupils** | **Impact on pupils** |
| Children start to show empathy, start to relax and show ability to reflect on their own and others’ achievements. Pupils develop attitudes, values and principles. There is an increased ability for them to empathise with others and see beyond the self. Pupils have a first-hand experience of places of religious worship. A respect for themselves and others. An awareness and understanding of their own and other’s beliefs. | Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong. There are fewer disagreements in school and a positive atmosphere pervades. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others. | Pupils are able to socialise with a wide range of people and pupils. We receive positive comments from the community when we go on trips and when we receive visitors. Pupils build relationships and friendships. Peer assessment and collaborative opportunities are successful in the classroom. There is a close-knit school community and widening of pupil horizons. Pupils feel they have a say in their school and exercise responsibility | Pupils are aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school. Pupils have an understanding of a world outside their own. Pupils feel they have opportunities to showcase their diverse talents and feel valued for this. They experience opportunities for awe and wonder.Very few incidents of racial / homophobic incidents Social groups are cross year / gender and ethnicity |