**How we promote SMSC in our School**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 values  sense of enjoyment and fascination in learning about themselves, others and the world around them  use 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 England  understanding of the consequences of their behaviour and actions  interest 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 backgrounds  willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  acceptance 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 others  understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain  knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain  willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities  interest 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 Week  Caritas in Action  Masses  SRE  Whole school assemblies  Celebration of key Christian seasons  Collective Worship  Sacramental Programme  Building the Kingdom celebration days  GIFT Chaplains  Caritas Ambassadors  School values  Retreat Days  Visitor Workshops – Just Youth.  International Peace Day.  Opportunities to reflect on their experiences and current events  Visits to places of worship  Staff training on worship- Maria Hall  Leaders retreat day  RE leaders cluster meetings.  Staff support for none Catholic teachers e.g. CCRS and Kerygma  Big questions | RE Curriculum  Caritas in Action  Caritas Ambassadors  Age appropriate responsibilities  Circle Time  Anti- Bullying week  Whole school assemblies  school values  Pupil Voice  Chaplains  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 school  E-Safety programmes and assemblies  Meetings with parents  CPOMS- 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 buddies  Residential visits  School productions  Sports Days  Resilience Training  Drama Therapist  Anti-bullying week  Child friendly anti-bullying policy  Sports Captains/Leaders  NSPPC workshops  Drugs and Alcohol week  St. Joseph’s Welfare writing letters and cards  Building the Kingdom  Road Safety workshops  School councils | Curriculum opportunities – local and worldwide studies  Visits to Art Galleries and museums  Visits to Libraries e.g. John Rylands’ and Manchester Central Library.  Book Days/Week  World book day trip.  Exposure to rich, quality text from all cultures  Theatre visits and trips - Productions/performance  Cultural/Diversity Days  Visits from people from different Cultures/Religion e.g. Refugee week.  Steel Pans and Ukulele lessons for classes/groups  MFL in school  Sports Days/Week  Opportunities for individual instrument lessons  Black History Week  Learning about significant figures in history from different cultures  Traditional different stories from different cultures  Authors and poet visits e.g. Pippa Pixley  Chatterbooks club  Choir  Daily Mile |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |