



**Saint Paul's Catholic High School**

*Moving forward together. Achievement for all!*

# SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION (SMSCE) POLICY



**Journeying together with Jesus Christ, we learn to love and love to learn.**

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## **St Paul's Mission Statement**

*"Founded on the love of Christ, and recognising the inestimable worth of each individual, Saint Paul's exists to foster, with care and compassion, personal, spiritual and academic growth, extending into the community and beyond."*

## **Academy Mission Statement**

*"United in faith, we are the Wythenshawe Catholic Academy Trust.  
We come together as a Catholic family to enlighten minds, enrich souls and become the best people that God wants us to be; through work, service, prayer and fun.  
Journeying together with Jesus Christ, we learn to love and love to learn."*

## **Statement of Policy**

Saint Paul's is a school community which is Catholic in character and tradition. The Catholic life and ethos, as well as the spiritual, moral, social and cultural values held within the school are based on the gospel of Christ. The school recognises that there are some members of our community that do not share the faith or practices but welcomes and values their contribution.

The school also recognises that we are part of the wider community and the world, with its rich variety of faiths, cultures and races.

The school is committed to offering pupils the opportunities to:

- Develop in their faith journeys as outlined in the mission statements above
- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures
- Be prepared for a life in modern Britain as responsible citizens

The school aims to create an ethos fosters the spiritual, moral, social and cultural development of all pupils.

- To provide the highest quality of teaching and learning
- To provide an exciting, challenging and flexible curriculum that inspires all pupils to achieve their potential
- To provide opportunities for pupils to develop their talents and interests
- To promote tolerance, respect for others and a clear understanding of rights and responsibilities
- To develop self-confidence, self-esteem and the desire to succeed
- To remove barriers to learning

## **SMSC is Developed Through**

- The whole curriculum, especially in RE, Citizenship, PSHE, extra-curricular activities and Enrichment days throughout the year
- Assemblies (see assembly rota) which includes 'theme of the week'
- School parliament activities and opportunities for 'pupil voice' and student leadership

## **The Aims of Curriculum Work Can be Summarised as Follows:**

- To stimulate pupils into giving expression to their own moral beliefs and understanding
- To challenge them into trying to justify their beliefs and understanding with reasons
- To enable them to share with others their reflections, listen to others and struggle to resolve their disagreements
- To help them apply their growing moral competence in the context of vocational experience and the workplace
- To facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

## **The Role of the Teacher has the Following Elements:**

- Being alert to the moral dimensions of issues which are raised to pupils, or by the syllabus of the world of work, context and having the confidence to explore them
- The creation of materials and the setting up of activities and tasks for pupils, either alone or in groups
- Putting questions into the discussion which challenge the positions pupils take and help them to think more deeply

## **Spiritual Development**

The spiritual dimension of life is not identical with the religious dimension but at Saint Paul's it is a fundamentally important part of it. The school supports the process of acquiring positive personal beliefs and values as:

- An active basis for personal and social behaviour
- For the consideration of the meaning and purpose of human existence
- The seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (e.g. matters of life and death, the purpose of life, choices in life, etc.) 'Theme of the week' allows all pupils an opportunity to reflect on pertinent moral and spiritual themes.

Spiritual development is experienced fundamentally through Religious Education and Chaplaincy. All pupils study RE until the end of Year 11, culminating in a Full course

GCSE qualification. Religious Education lessons aid pupils to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances. Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in pupils respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

It is expected that wider opportunities exist in the school's curriculum that enable pupils by discussion to think about religion and appreciate the variety of faiths by: using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives creating tasks which question pupils and enable them to work out their own position on issues, both moral and religious

### **Moral Development**

Moral Development concerns the ways in which an individual is able to act with integrity, justice, compassion and respect for self and others as well as make choices, decisions and judgements based on an informed conscience. Moral development takes place within the context of tradition, values, attitudes and teaching which celebrates and respects life, and creation as God's gift.

The school:

- Encourages pupils to develop fundamental precepts about behaviour and the reasons for behaviour
- Helps pupils to develop the skills and confidence to make decisions
- Gives pupils the confidence to listen to and respect the thinking of answers to questions about the universe

The SRE, Behaviour and anti-bullying policies express the values and attitudes towards oneself, others and the environment which reflect those of the Gospel and our community. There is a planned programme of personal social, and citizenship education, which aims to develop pupil awareness of moral issues as well as fostering a sense of responsibility and community values.

All pupils are mentored regularly both individually as well as in groups, in order that their full potential is reached. Records are kept of positive achievement, behaviour and effort. Concerns are regularly monitored and prompt action is taken when required. Codes of conduct and expected standards of behaviour are discussed with pupils by staff, and if necessary, senior staff. In any aspect of the curriculum, external speakers are used to expose the pupils to a variety of viewpoints and opinions. The emphasis is to allow pupils to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our pupils.

Effective communications are maintained between the school and parents to ensure pupils maximise their potential. Formal parental contact is made during, interim and full reports, parents' evenings, and information evenings. A lot more contact is made through telephone calls, emails and ad hoc meetings in school with individual members of staff.

## **Social Development**

Through social development pupils acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

Pupils are encouraged through our school aims to identify themselves as members of St Paul's Catholic High School. This involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular activities promote team work and co-operation. The development of social skills is monitored both formally in assessments, and informally, through pastoral interactions. Supportive measures are available where they may be needed.

Individuals are encouraged to participate in enrichment and extension activities outside of normal school timetable. In international perspective is encouraged through the school's active support of a variety of charitable organisations.

## **Cultural Development**

Through cultural development pupils gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism.

The cultural influences of home, community and religion are explored in order to extend the pupils' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the pupils' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The school seeks to provide an education, which not only develops and strengthens pupils' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity Pupils should be able to:
- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of groups within society
- know about societies and cultures other than their own

- be aware of the principal ways in which different people interpret the world

### **Monitoring, Evaluation and Review**

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.