



St. Joseph's Catholic Primary School

SMSC Development & Impact

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • RE curriculum covers spiritual themes. Additional resources support and deepen RE across the school • Assemblies – collective acts of worship/opportunities for individual worship and reflection/spiritual or religious input • Community Worship through Masses, Liturgies. • Visitors from faith groups and organisations • School environment provides opportunity for awe and wonder and stewardship of natural world. • Classroom environment provides quiet/prayer area to contemplate/focus • Children have the opportunity to request prayers/write requests to God. • Whole school and class prayers • Celebration assembly and school rewards to celebrate the uniqueness and worthiness of individual children and self-esteem and confidence are built up • Solemnities, key feasts, festivals and memorial days celebrated focusing on practices and origins • Self and peer assessment techniques involve reflection of learning, attitudes and behaviour • Singing activities in assembly and choir with spiritual themes • Human endeavour, determination and endurance celebrated and upheld to aspire to • Pupils willingly give their time for the spiritual development of others e.g. Worship Leaders • School Vision and Ethos clearly displayed around school and upheld by staff. 	<ul style="list-style-type: none"> • RE curriculum covers moral themes from a spiritual/religious standpoint • Assemblies with moral messages/opportunities for individual worship and reflection/spiritual or religious input • Strong moral message of standing up to make change where necessary (slavery, philanthropists, trafficking, etc.) • Positive behaviour policy in place which upholds and rewards correct behaviour and attitudes • School Vision and ethos communicates moral values and framework in which to function and learn • Right decisions, human endeavour, determination and working towards the good of others celebrated and upheld to aspire to • Self and peer assessment techniques involved thinking critically, test outcomes and make moral choices • Young Entrepreneurs develops appreciation of what we have and how to meet the needs of others less well off • English skills focus on character's motives, choices, points of view and moral dilemmas • Charity work supports moral obligation to improve and support the lives of others • CST encourages children to consider moral obligation to support others • History curriculum develops a sense of justice and needing to work together in the world while respecting individuality • E-safety and Safety Curriculum • Bill of rights reinforces responsibilities • House captains, prefects, monitors and Guardian Angels support moral development including the use of personal time for the benefit of others 	<ul style="list-style-type: none"> • RE curriculum covers social themes from a spiritual/moral/religious standpoint • Assemblies with social messages on behaviour, attitudes, justice, endeavour etc. • School Vision and Ethos upholds the formation and use of social skills in which to function and learn • After school clubs – sporting and curriculum focussed giving opportunity for social participation, team work, etc. • Multi-skills projects support older children teaching younger ones • Playground buddies and Guardian Angels support social development • School environment provides opportunities for play, team games co-operation, negotiation skills etc. • Good relationships are modelled by staff and exhibited by children • Speaking and listening skills are values and developed in all curricular areas and throughout school • Play facilitated to promote good relationships, team work, friendly competition and friendships • Young Entrepreneurs develops appreciation of what we have and how to meet the needs of others • Charity work (whole school and individually planned) has a social outreaching and benefit • Self and peer assessment techniques involve assessing own behaviour and attitudes as well as empathising and reconciling differences 	<ul style="list-style-type: none"> • RE curriculum covers cultural themes from a spiritual/moral/religious standpoint • Assemblies with cultural messages about beliefs, practices, respect, tolerance etc. • Links with the community and faith communities and partnerships with local schools • Visits (physical and virtual) to places of worship • RSJ Club and School Council dealing with cultural differences • Whole school and individually planned charity work focusses on the needs of others, often from other cultures in physical need • Young Entrepreneurs develops appreciation of what we have and how to meet need of others • Local and National charity fundraising • Global aspects of the arts appreciated in English, art, music and PE. • In History children appreciate the significance, impact and contribution of past and present cultures • Children read literature from different cultures • Global awareness whole school events • Differences and similarities recognised and celebrated in faith, ethnicity, disability, gender, sexuality and family backgrounds and situations • Prejudices and discriminatory behaviour and stereotypes are challenged • Equality and Diversity policies in place • Country of the Month • Zero tolerance to racist behaviour or attitudes not in line with British Values

EVIDENCE

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Children show spiritual awareness, have a sense of well-being and are well developed emotionally • RE Curriculum • Self-evaluation documentation • Collective Worship/assembly programme covering spiritual themes • Assembly display and PowerPoints • Visitor records • School environment • Residential and day visit records and risk assessments • Prayer areas in classrooms • Prayer books • Awards displayed on website • Certificates, prizes, rewards, VIP bands • Celebration Assembly PowerPoint • Work, displays, performances and assemblies showing celebration of festivals • Remembrance Day and WW1 events • Self and peer assessments in children's books • Lesson observations • Choir • Performances, productions, church services, community events involving drama, singing, dance etc. • School Vision and Ethos • Website • SEAL, Circle Time resources • Newsletters 	<ul style="list-style-type: none"> • Children show a moral awareness, speak of conscience and make the right choices in terms of behaviour • RE Curriculum • Self-evaluation documentation • Collective Worship/assembly programme covering moral themes and lessons • Assembly display and PowerPoints on moral themes, philanthropists, civil rights, democracy, prejudice and discrimination, anti-bullying etc. • Prayer area in classroom • Prayer book • Positive behaviour policy • School and class rules • Certificates, prizes, rewards, VIP bands • School Vision and Ethos • Self and peer assessment skills regarding behaviour • Children's work show critical thinking and self-assessment • E-safety week planning and outcomes • Website 	<ul style="list-style-type: none"> • Children show a social awareness, are aware of themselves and other and show good social behaviour • RE Curriculum • Self-evaluation documentation • Collective Worship/assembly programme covering social themes • School Vision and Ethos • Assembly display and PowerPoints covering social behaviour, social awareness of others and social responsibilities • Break times & lunch times • After school clubs • Opportunities for communication skills, speaking and listening, drama, presenting, Circle Time, SEAL etc. • Support sessions, nurture groups, 1:1 etc. • Peer reading, buddy classes • Transition preparation for secondary school • Lesson observations • Observation of relationships between adults and children and to each other • Assembly participation and presentations by children • Young Entrepreneur and charity event planning and organisation • Roles and responsibilities involving team work and feeding back to others; lessons group work, School Council, House Captains • Self and peer assessments regarding behaviour and attitudes towards others • Anti-bullying displays • Special events: discos, trips, residentials, sports days, productions, charity events etc • Community links and partnerships with other schools • Positive feedback from visitors to school/on school trips etc. 	<ul style="list-style-type: none"> • Children that are culturally aware, that value and celebrate their own and others' cultures • RE Curriculum • Self-evaluation documentation • Collective Worship/assembly programme covering cultural themes • Assembly display and PowerPoints covering religious festivals, prejudice, Black History, disability awareness, charity work etc. • Visits to places of worship and visitors from different cultures • Visits to art galleries, theatres, libraries, music performances and museums • MFL taught (French) • Country of the Month display • Music lessons (class & individual) • Cultural Diversity Day • After school clubs • Variety of cultures reflected in curriculum • History celebrates aspects of own culture and others • RSE recognises different family backgrounds and make ups • Positive images of people from different cultures around school. • Charity events for people from around the world • Individual and group projects organised by children in response to needs • Stereotypes challenged as part of Behaviour Policy • Racist and Prejudicial Incidents recorded and reported to Governors

IMPACT

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Children that are spiritually aware, have a sense of well-being and are well developed emotionally • Children have opportunity to develop own religious beliefs and respect those of others • Children that can reflect on their own feeling attitudes, efforts and behaviours • Children that can empathise with the feelings of others • Stress free children that can relax, pause to consider and access peace • Children that can find their own solutions to problems • Children who can access help from others • Children who can celebrate their own and others' achievements • Children who aspire to reach their potential • Children who have core values, a strong sense of morality and an understanding of right and wrong • Children have a strong sense of self-worth, self-confidence, resilience and determination to do well • Children who are respectful of other, their differences, beliefs, opinions and backgrounds 	<ul style="list-style-type: none"> • Children that are morally aware, develop a sense of conscience and try their best to do the right thing • Children show respect and care for adults and other pupils, particularly those who are vulnerable • Children that can reflect critically on their own and others' behaviour and moral questions • Children that can empathise with the feelings of other by considering moral viewpoints • Children that can find their own solutions to problems • Children who can celebrate the achievements of others simply to build and encourage • Children have a strong determination to work hard to do what is right because they see it as a moral responsibility • Children get on with each other, bullying incidents are rare and conflicts are quickly resolved • Children know the difference between right and wrong 	<ul style="list-style-type: none"> • Children have a social awareness, are aware of themselves and others and show good social behaviour • School is a positive place to live and grow together • Children work and play well together in pairs, groups and teams • Children show respect and care for adults and other pupils, particularly those who are vulnerable • Children that can reflect critically on their social relationships, identify where things have gone wrong and offer solutions to resolve conflicts • Children that can empathise with the feelings of others and respect different viewpoints • Children understand their place, contribution and responsibility as part of social groupings, the community and society as a whole • Children get on with each other, bullying incidents are rare and conflicts are quickly resolved • Children have good interpersonal skills and can speak confidently to each other and most adults as ambassadors for the school • Children's sense of social responsibility leads them to help others • Children contribute and know that they have a voice in school improvement. Children have responsibilities and feel values as a result • Children know how to keep themselves safe 	<ul style="list-style-type: none"> • Children have cultural awareness; they are aware of themselves and others, they recognise the unity of all and see difference positively • Children respect each other and work/play well together, no matter what their differences • Children have a good knowledge and understanding of their own culture as well as different countries and cultures around the world • Children have some experience of foods, art, dance, songs, music, stories, etc. from different countries and cultures • Children have a good understanding and awareness of racism and prejudice and hold people who changed situations and attitudes in high regard • Children have a strong social awareness and feel a responsibility to help others less fortunate than themselves from other cultural backgrounds. They organise their own charity events in response • Children have a good knowledge and awareness of different religions and their practices. They show respect for beliefs, views and opinions of others who have a faith or no faith • Children have a good understanding of RSE and recognise different family groups • Children have a good awareness different needs. They show a high level of respect, care and support for others • Racist or bullying incidents are rare. There have been no homophobic incidents in the school