

Spiritual, Social, Moral and Cultural (SMSC) Provision at St Theresa's Catholic Primary School.

School Mission Statement

Our mission is to deliver an outstanding and distinctive Catholic education with Christ at the heart of our community.

Together, we share and celebrate our faith whilst respecting and learning from other traditions and cultures.

We aim to prepare all for the global community of the 21st Century, reflecting the ever-changing world in which we live, work and have our being.

We acknowledge the unique value of each person.

Through mutual support, and in partnership with the home and parish communities, we nurture everyone to become the best they can be.

We strive for excellence in all we do.

Walking in Theresa's Little Way

Our Mission Statement is a lived reality in our school and through this we hope to bring life to the SMSC Policy of our school. In February 2012 St Theresa's was judged by Diocesan Inspectors to be an Outstanding Catholic School judged so mainly because of its provision for RE and SMSC and the Catholic Life of the School. The following is a dialogue as to how we intend to maintain this high level of provision including ensuring that we provide our young people with a real sense of 'Britishness' in our ever-changing world/society which is constantly coming under threat from extremist views and ideology.

In judging the school's overall effectiveness, inspectors consider the overall provision for pupils' spiritual, moral, social and cultural development

1. The spiritual development of pupils 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.

At St Theresa's we aim to fulfil these statements through the following:

- ✓ The Way, the Truth and the Life is the main structure of our RE Curriculum
- ✓ First Holy Communion preparation living parish and school life
- ✓ Links to the parish communities – Harvest Festival, Seasonal Concerts, Family Masses, Termly School Mass, etc
- ✓ Children given opportunity to explore and develop relationship with God (and question) through Collective Worship and the everyday life of the school.
- ✓ Church visits / Parish Priest visits to school
- ✓ Other faiths, visit Jewish Centre, Mosque, Sikh Temple etc.,
- ✓ Ethos, Circle time, SRE, International week, Health week, class discussion (as needed)
- ✓ Residentials, day trips, use of school grounds

- ✓ Intangible ever present ethos in school... quality of interpersonal relationships and welcome that is commented on by all visitors, staff and parents
- ✓ Imagination and creativity is promoted e.g. links to Creative Curriculum and Creative RE logs
- ✓ Use of the ARTs; Art, drama, music and role play in RE lessons (see Creative Logs)
- ✓ Use of reflective prayer time
- ✓ Use of Chapel space
- ✓ The Big Sing, Liturgy Thing is an annual event hosted at our school for over 400 children and staff from 8 local Catholic primary schools and CCCC
- ✓ Use of Liturgical Dance
- ✓ Blessing of Advent Wreaths, making of Lenten Promises, celebration of Pentecost, Diwali, Chinese New Year etc. Major events of our Church calendar alongside the major events of other faiths being studied in school.

2. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

At St Theresa's we aim to fulfil these statements through the following:

- ✓ Golden rules visible around school and used to reinforce good behaviour
- ✓ Behaviour chart emphasises good self-control and encourages 'it's good to be green'
- ✓ Constant positive reminders of expectations, i.e. right and wrong
- ✓ Emphasis on "Doing the right thing, because it's the right thing to do!" This is a mantra for the whole school and encourages good self-discipline and good moral choices
- ✓ Circle time promotes the awareness of individual rights and responsibilities.
- ✓ Ethos statements published weekly in the school newsletter and on display around school including HT's door
- ✓ Participation in CAFOD events and charity awareness raising and fundraising
- ✓ School buddies as role models for younger pupils
- ✓ Everyone treated the equally by staff.
- ✓ As a school we give an assurance that every child can expect to feel:
 - safe
 - happy
 - secure
 - valued
 - listened to
 - prayed for and blessed
 - equal in the eyes of each other and their God
 - and when they need to be... forgiven.

3. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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
- 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; the pupils develop and

demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At St Theresa's we aim to fulfil these statements through the following:

- ✓ Cultural mix of our school enables our pupils to learn about a variety of cultures through their friendships, work and play.
- ✓ We promote good social skills, i.e. role modelling, class discussions on celebrating differences : we are all special, we are all different (made in God's image)
- ✓ We have mixed ability groups; we have mixed after school clubs.
- ✓ We have paired reading (KS2 and KS1 classes), buddy system, friendship bench.
- ✓ Pupils volunteer to run the school library, school garden, run fundraising events for the school etc.
- ✓ Wherever possible conflicts are dealt with at once – the children are asked to reflect on what has happened and how it can be resolved.
- ✓ Children are asked to put themselves in the 'other child's shoes'. Link to the Gospel message; 'Love thy neighbour as thyself.'
- ✓ Participation in Parish Masses and events.
- ✓ Residential in Year 6 encourages children to become more self-reliant and independent as well as mix with other groups outside of their usual circle of friends and take on challenges and different roles.
- ✓ Opportunities to develop skills within the local and wider community – links with other schools –School Council visits, speakers from Child line, SVP, CAFOD , Enterprise Schemes, sporting links with other schools (we host many such events like the Sporting Promise Launch because of our excellent facilities)
- ✓ Annual participation in the St Patrick's Day Parade
- ✓ Use of our flagpole to mark events around the world. Flag will reflect special events like European Week, World Cup, Queen's Birthday, Pope's inauguration, national feast days (St George's Day, St Andrew's Day etc.)
- ✓ Flag also used to highlight specific tragedies in our world and will fly at half-mast to reflect this... i.e. murder of the 132 innocents at Peshawar in Pakistan
- ✓ We also gather to remember the fallen of all wars and conflicts on 11 November; 1mins silence is observed, children recite Remembrance Prayer and flag flies at half-mast; prayers are said for both sides and world peace is the focus (other days like 7/7 and 11/9 are also observed)

4. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, 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.

At St Theresa's we aim to fulfil these statements through the following:

- ✓ School Council elections held every year using the a peer voting system; officers are elected and they take on specific roles and they take these roles very seriously
- ✓ Student Council visit the Houses of Parliament every year ensuring that they meet up with our local MP.
- ✓ A wide range of activities are planned within the curriculum and extracurricular sporting events, trips, music and drama productions, choir, etc.
- ✓ ARTsMark Award winners

- ✓ ARTs Award school with several cohorts of children having completed the entry qualification from Trinity College London
- ✓ Stephen Lawrence Educational Standard (SLES) Level 2 Award achieved and maintained
- ✓ Inclusion Award winners
- ✓ Advanced Healthy School Status
- ✓ Links with CAPE UK and the Creative Partnerships initiative... the spirit of which still lives on
- ✓ Commonwealth/Olympic Week: every two years depending on the main festival the whole school celebrates these international events and participates in a phenomenally wide range of sporting activities
- ✓ ARTs week – Parents invited into school to share part of their home culture, older children research their own culture and present to peers.
- ✓ Celebrate other cultural events i.e. Chinese New Year, Diwali, etc.
- ✓ Circle Times / Ethos – being special, same but different
- ✓ Taking part in ‘events’ with other communities – Catholic community events e.g. Good Shepherd, numerous Diocesan and Leeds Schools’ Sporting competitions
- ✓ Studying an ‘artist’ from another country/culture and discussing their influence
- ✓ School choir participates in annual concert at TASC
- ✓ Participation in special projects – Enterprise projects
- ✓ Charity work throughout the year which supports local, regional, national and international charities – children having the opportunity to decide which charity and how to raise funds. The children usually support the following charities through the year(s):
 - CAFOD (international)
 - SVP (Local and regional)
 - Cross Gates Good Neighbours (local)
 - St George’s Crypt (Local/Regional)
 - Good Shepherd Collection (Regional... Catholic Care)
 - BBC Children in Need (National)
 - Red Nose Day (National/International)
 - British Legion Poppy Appeal (National/Regional)
 - Breast Cancer Research (National)
 - Macmillan Cancer Research (National)
 - St Gemma’s Hospice (Local)
 - Martin House Hospice (Local children’s hospice)
 - Leeds Children’s Charity (Harvest Festival Goods)
- ✓ We also gather to remember the fallen of all wars and conflicts on 11 November; 1mins silence is observed, children recite Remembrance Prayer and flag flies at half-mast; prayers are said for both sides and world peace is the focus (other days like 7/7 and 11/9 are also observed)
- ✓ Study of other faiths in RE , visit Jewish Centre, Mosque etc.

Appendix: DFE Guidance 2014

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Fundamental British values Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.