



*St Thomas More  
Catholic Primary School*

*Social, Moral, Spiritual  
and Cultural (SMSC) Policy*

*Adopted by Governing Body: December 2024*

*Review: December 2026*

*“Try to be like Jesus in all that I think, do and say”*

### *Introduction.*

*At St Thomas More Catholic School we recognise that the personal development of pupils; spiritually, morally, socially and culturally; plays a significant part in their ability to learn and achieve. Within the ethos of the school, we therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards other people; an understanding of their social and cultural traditions; and an appreciation of the diversity and richness of different cultures.*

### *Our Core Aims*

#### *Learn*

*We aim to create successful learners who enjoy learning, make progress and achieve.*

#### *Love*

*Loving individuals who are able to live safe, healthy and fulfilling lives.*

#### *Play*

*Team players who make a positive contribution to society.*

#### *Pray*

*Prayerful individuals who are able to recognise God's love and support to drive them forward.*

### *Philosophy Of The Policy.*

*In the light of our Mission Statement we understand moral, social and cultural development to be:*

- (i) Recognition of our common Christianity and its implications on our whole way of life if we are to fulfil the Gospel values.*
- (ii) Recognition that we are all individuals and should be valued and respected as such.*

*We aim:*

- to create an atmosphere permeated by the Gospel spirit of love, forgiveness and reconciliation.*
- to foster friendship among pupils, which will lead to mutual understanding and respect.*
- to strive for high standards of behaviour in every area of school life.*

- to encourage everyone to take responsibility for his or her actions.
- to value all within our school community.

### Moral Development

*Pupils moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.*

*At St Thomas More Catholic Primary School we:*

*Present a whole curriculum where opportunities for developing pupils awareness of moral choices occur.*

- *Deliver specific 'Come and See' and 'RECD' themes which offer moral teaching.*
- *School Assemblies generally have a moral theme as their basis and are linked to virtues.*
- *Strive to deal with children in day-to-day situations helping them develop moral and social consciences, recognising the difference between right and wrong. Pupils are continually and consistently encouraged to value themselves and others.*
- *Set clear guidelines with regard to standards of behaviour. Pupils are taught about the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.*
- *Encourage and reward positive behaviour in order to reinforce consistently high standards of behaviour. (See Behaviour and Anti-bullying Policy.)*
- *Endeavour to encourage children from all backgrounds to make decisions based on respect, care and love, and to exhibit these qualities to one another.*
- *Children receive regular Catholic Social Teaching sessions.*
- *Opportunities to reflect on school Core Aims and how we can show them in our lives.*
- *Healthy Me and Diversity Week skills and knowledge delivered across the school.*

### Social And Cultural Development

*Our understanding of social and cultural education is based on the gospel teaching of justice, freedom and peace. To promote social and cultural development, we endeavour to provide opportunities for pupils to:*

- *Develop an understanding of their individual and group identity.*
- *Learn about service in the school and wider community and develop their roles as citizens eg Year Six support Key Stage One children at lunchtime. Children from Key Stage One and Two take responsibility for distributing play equipment at playtime. Children throughout the school are allocated responsibilities in the classroom.*
- *Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.*
- *Be taught to appreciate their local environment and to develop a sense of responsibility to it.*

- *Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.*
- *Catholic Social Teaching underpins our dialogue and teaching.*
- *Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.*

*The 'Come and See' and 'RECD' programmes acknowledge that we live in a multi-faith, multi-cultural society and makes links with the experience of other faiths. Twice a year one week is spent exploring the experience of other faith traditions. This develops respect of and for other cultures and religions.*

*Class teachers endeavour to find opportunities to celebrate the cultural heritage of pupils and staff in their classes e.g. multicultural snacks in Foundation Stage, parent's visits to celebrate their culture linked to topics in class.*

*Moral, social and cultural objectives are identified and linked to different curriculum areas in our PSHE Policy.*

*Visitors are encouraged and welcomed into school to enhance the pupils understanding of the wider community.*

*At St Thomas More Catholic Primary School we actively promote the fundamental British Values of democracy, the rule of law and mutual respect and tolerance of those of different faiths and beliefs. We support our children to develop an understanding of how citizens can influence decision-making and that the rule of law protects individual's wellbeing and safety.*

### **Monitoring and Evaluation**

*Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:*

- *Monitoring of lesson plans, teaching and learning and books, by RE Subject Leader/ Head Teacher.*
- *Regular discussion at staff, chaplaincy and governors' meetings*
- *Sharing of classroom work and practice.*
- *Regular inclusion on School Improvement Plan.*