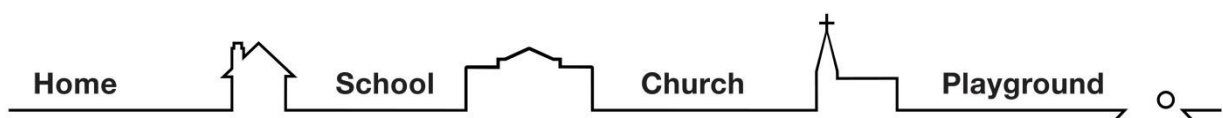




**Thornleigh**  
Salesian College

# **SOCIAL, MORAL, SPIRITUAL & CULTURAL POLICY (SMSC)**

**JULY 2015**



## **1. PURPOSE**

At Thornleigh Salesian College we strive to educate all our students within an environment where the Salesian values of Respect, Understanding, Affection and Humour (*RUAH*) underpin every facet of school life and are actively promoted on a daily basis. We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students 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 the cultures within the school, local and global communities to which they belong. Thornleigh Salesian College will ensure that children should understand how the culture(s) in which they live influences individual thinking.

- 1.1 All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this should be planned in each area of the curriculum.
- 1.2 All staff will model and promote expected behaviour of that in a Catholic, Salesian school, treating all people equally as unique and valuable individuals and showing concern and respect for students and their families.
- 1.3 The school community, enlivened by the spirit of Don Bosco, will be a place where students can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the Salesian, Catholic ethos of the school.
- 1.4 Students should learn to differentiate between right and wrong. They should be aware that their actions affect other people. They will be encouraged to value themselves and others.
- 1.5 Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.
- 1.6 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This should be reflected in teacher's planning and purchasing decisions.

## **2. GENERAL AIMS**

- 2.1 To ensure everyone connected to the Thornleigh Salesian College community is aware of our values and principles that underpin our Salesian ethos.
- 2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- 2.3 To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- 2.4 To ensure that students know what is expected of them and why
- 2.5 To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- 2.6 To enable students to develop an understanding of their individual and group identity.
- 2.7 To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- 2.8 To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

All this should be done within our Catholic, Salesian ethos and in the spirit of St John Bosco.

## **3. GUIDELINES**

### **3.1 Spiritual Development**

*As a school we aim to provide learning opportunities that will enable students to:*

- 3.1(a) Sustain their self-esteem in their learning experience
- 3.1(b) Develop their capacity for critical and independent thought
- 3.1(c) Foster their emotional life and express their feelings
- 3.1(d) Experience moments of stillness and reflection
- 3.1(e) Discuss their beliefs, feelings, values and responses to personal experiences openly, without fear of ridicule
- 3.1(f) Form and maintain worthwhile and satisfying relationships
- 3.1(g) Reflect on, consider and celebrate the wonders and mysteries of life

### **3.2 Moral Development**

*As a school we aim to provide learning opportunities that will enable students to:*

- 3.2(a) Recognise the unique value of each individual
- 3.2(b) Listen and respond appropriately to the views of others
- 3.2(c) Gain the confidence to cope with setbacks and learn from mistakes
- 3.2(d) Take initiative and act responsibly with consideration for others
- 3.2(e) Distinguish between right and wrong
- 3.2(f) Show respect for the environment
- 3.2(g) Make informed and independent judgements

### **3.3 Social Development**

*As a school we aim to promote opportunities that will enable students to:*

- 3.3(a) Develop an understanding of their individual and group identity
- 3.3(b) Learn about service in the school and wider community

### **3.4 Cultural Development**

*As a school we aim to promote opportunities that will enable students to:*

- 3.4(a) Recognise the value and richness of cultural diversity in Britain, and how this has influenced individuals and society
- 3.4(b) Develop an understanding of their social and cultural environment
- 3.4(c) Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions via the curriculum including the Tutorial period and extra-curricular events and activities

## **4. TEACHING AND ORGANISATION**

- 4.1 Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.
- 4.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.
- 4.3 Class discussions will give students opportunities to:
  - 4.3(a) Talk about personal experiences and feelings
  - 4.3(b) Express and clarify their own ideas and beliefs
  - 4.3(c) Speak about difficult events, e.g. bullying, death etc
  - 4.3(d) Share thoughts and feelings with other people

- 4.3(e) Explore relationships with friends/family/others
- 4.3(f) Consider others needs and behaviour
- 4.3(g) Show empathy
- 4.3(h) Develop self-esteem and a respect for others
- 4.3(i) Develop a sense of belonging

**4.4** Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, respect, understanding, affection and humour (RUAH)

**4.5** Many curriculum areas provide opportunities to:

- 4.5(a) Listen and talk to each other
- 4.5(b) Learn an awareness of treating all as equals, and accepting people who are physically, mentally, culturally and spiritually different.
- 4.5(c) Agree and disagree
- 4.5(d) Take turns and share equipment
- 4.5(e) Work co-operatively and collaboratively

## **5. EXTRA-CURRICULAR**

Opportunities should be provided to encourage social and cultural development.

Examples may include:

- 5.1(a) Retreats
- 5.1(b) Help people in need, eg the old, the sick.
- 5.1(c) Charity work, through fund raising and other means e.g St Joseph's Penny, Mama Margaret project
- 5.1(d) Explore opportunities for volunteering linked to the work of the Chaplaincy and the wider community
- 5.1(e) Residential visits, including foreign educational visits e.g. Tanzania
- 5.1(f) Visits to arranged cultural events eg. theatre, concerts, involvement in Arts projects
- 5.1(g) Team work in sports and other activities
- 5.1(h) The production and involvement in concerts, music and plays
- 5.1(i) Visits to open days and conferences

## **6. DAY TO DAY LIFE OF THE SCHOOL**

Opportunities should be provided for students to develop socially, examples may include:

- 6.1(a) Leading class prayers and reflections in a Salesian style
- 6.1(b) Preparing and leading school assemblies and liturgies
- 6.1(c) Opportunities for relaxation and leisure
- 6.1(d) Opportunities for students of all ages to take on responsibilities eg. collecting litter, student librarians
- 6.1(e) The Prefect System
- 6.1(f) Year Councils and the School Council
- 6.1(g) Leadership opportunities or helpers across the school including Student Chaplains, Sports Leaders, Dance Leaders, Literacy Leaders, Anti-Bullying Ambassadors
- 6.1(h) Students taking responsibility for various parts of the school, eg. chapel, library
- 6.1(i) Encouraging students to feel responsible for the fabric of the school
- 6.1(j) Peer Mentoring
- 6.1(k) Sixth Form Lunchtime Supervisors

## **7. LINKS WITH THE WIDER COMMUNITY**

- 7.1 Visitors are welcomed into school
- 7.2 Use of external speakers to support both curricular and extra-curricular events
- 7.3 The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the student
- 7.4 Students will be taught to appreciate their local environment and to develop a sense of responsibility to it

## 8. **MONITORING AND EVALUATION**

Provision for SMSC should be monitored and reviewed by:

- 8.1(a) Monitoring of lesson plans and the observation of teaching and learning =
- 8.1(b) Discussion at staff and governors' meetings
- 8.1(c) Audit of policies and Schemes of Learning
- 8.1(d) Sharing of classroom work and practice
- 8.1(e) Audit of Collective Worship practice and school liturgies
- 8.1(f) Annual review of aspects of the extended curriculum (visits/clubs etc.)

**Monitor and Review** The Care, Guidance and Support Committee is primarily responsible for monitoring the implementation of this policy.

### **Governor Approval and Review dates**

This policy was approved by the full governing body in July 2015 and will be reviewed annually.