



MORAL, SOCIAL AND CULTURAL POLICY

Reviewed by School

September 2015

Next due for review September 2016

This Policy is:

STATUTORY

MORAL, SOCIAL AND CULTURAL POLICY

Philosophy

In the light of the school Mission Statement we see the great value of a close relationship between the moral, social and cultural development of the individual. Fostering moral growth in the individual enables them to make decisions about right and wrong based on an informed conscience nurtured by gospel values. The formation of conscience in the social framework in which the pupil operates is vital if they are to transfer these values to the wider community as they move on from school. The cultural diversity of our pupils is valued and celebrated, differences in pupils provide a forum for learning, understanding and reconciliation.

Purpose

The purpose of Moral, Social and Cultural development is to provide opportunities, which promote growth of the pupils so that they can live according to their call in the wider community. A context is provided in school for pupils to reflect on behaviour and attitudes personally and socially so that they are open to the possibility of change and development. Often the purpose of moral development is to challenge the status quo in society with a different way based on the values of the gospel. The application of these values is seen within the immediate community of the school although its effects are far reaching. The diversity of the community is celebrated in school as we enjoy the rewards of a multi-cultural school; sharing the same vision. Our vision is strongly pronounced in the Sex Education Policy, Mission Statement and Spiritual Development Policies.

Our purpose as a community is to celebrate the individual and empower them with a sense of their own worth to go into society with a conscience which has been informed and owned.

Moral Development

Moral development of pupils takes place across all areas of the curriculum and pastoral systems, it is intrinsic to the daily life of the school. For this to take place a strong climate of care is necessary where with emphasis on quality of relationships among staff and between pupils and pupils and staff. The foundation for this development rests in effective reward and sanction procedures where high expectations of behaviour and courtesy are expected. We aim to create a supportive community in which the discipline structure of the school is built on justice and fairness. Pupils are allowed to make mistakes. Forgiveness and reconciliation are a feature of the Pastoral System. The work of Inclusion is indicative of the school's commitment to these ideas. We are mindful of the fact that morality develops with maturity.

We acknowledge the many influences on this. In all Pastoral dealings with pupils we seek to assist their decision making by highlighting choices and elucidating Gospel values which may shed light on solutions.

Our moral vision for our pupils involves forming and informing their conscience. Opportunities are given to reflect on morality as part of the Assembly programme, PSHE, RE and other curriculum areas. We reward and celebrate good behaviour whilst challenging that, which may fall short of expectations. We respond as a school community to the needs of the local community and the world around us. This is illustrated in the fund raising among pupils and staff.

St Gregory's Catholic Middle School

Social Development

Our way of life together seeks to be a living out of the values of the Gospels. Thus we are called to respect and value the individual, made in God's image. As a Christian community this is reflected in high expectations of behaviour in classrooms and in and around the school. Pupils have various forums for discussions on personal and corporate responsibility for their behaviour and its effect on others, including PSHE and RE lessons. These responsibilities are further developed in the assembly themes and the tutor group prayer time. The social context of morality is developed in various fundraising activities and other outreach projects to the local and international community, often inspired by the pupils themselves.

The Inclusion Centre and the Pastoral System give pupils who struggle in a social context in school invaluable support. Various policies articulate the formation of pupils as members of our school community, these include:

- The Behaviour Policy
- Spiritual Policy
- Equal Opportunities Policy
- Chaplaincy and Worship Policy

Cultural Development

As a whole school we aim to celebrate and respect the rich cultural diversity found in our community. This is achieved through the curriculum, extra-curricular activities and assemblies.

In particular the religious aspects of cultural development are explored in RE. A range of subjects address and celebrate cultural diversity in different forms, especially in subjects such as English, Music, Art, History and Food Technology. The academic results of pupils from ethnic minorities are analysed annually so that strategies are formulated to raise achievement.

Extra-curricular activities in school are many and varied. From time to time groups from different cultures present their traditions in school.

Assemblies in school are marked by the wide involvement of staff and pupils all of whom contribute both culturally and religiously.

Organisation, Monitoring and Evaluation

Curriculum provision is monitored by Subject Leaders. As a whole school policies are updated and monitored by Senior Leadership and Directors.

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