

# ST CLEMENT'S CATHOLIC PRIMARY SCHOOL

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

As a Catholic school our whole community is centred on our spiritual, moral, social and cultural development. All members of the school community hold this area of development in very high regard and we value the opportunities to promote this vital area of a child's development and learning.

### ***Spiritual development***

We are a Catholic school and the Catholic ethos permeates all we do – our positive loving relationships and respect for each other, our willingness to help others in our own community and beyond.

We use the Gospel values to inform our every day actions, primarily looking to help others, to treat everyone as we would like to be treated – whoever they are and wherever they live. This informs how we live together and also how we reach out to others. For example, we may not know the victims of tragic events around the world but we care for them and want to help them and so we act and remember them in our prayers. The children, through School Council, choose charities to support and decide how we can support them. Last year the children and school community raised several thousand pounds for charities – local, national and international; additionally we may focus on a charity of particular pertinence to the school community.

There is an act of Collective worship of one form or another every day and the Gospel values of loving and respect and the moral imperative of treating others as we want to be treated are a constant theme to life at St Clement's.

We encourage the children and give them the opportunity to reflect on their beliefs as well as on their behaviour choices and their learning – being reflective is one of the key attitudes that are promoted at St Clement's.

As a multi-cultural community we embrace and celebrate our different cultures within the classroom and within the curriculum. Our RE curriculum includes an annual focus on Judaism and a bi-annual focus on Sikhism or Buddhism throughout the year groups. We give time and enthusiasm to all religions and cultures present in the school.

### ***Moral development***

The children are very aware of what is right and wrong and that the choices we make have consequences – both good and bad depending on the decision we make. We teach this in worship and in class and through the curriculum – we make the space for discussion and work on listening to each other and accepting that we may have different opinions but we all deserve respect.

Our behaviour policy is based on making the right choices – if we make the wrong choice there is the chance to redeem ourselves by making the positive decision to be better and every day we start again, afresh.

If there are key national or international events or situations that are appropriate to focus on and learn or pray about, we will include them in learning opportunities. For example the theme of our Key Stage 2 Advent Service combined the Christmas story with a focus on aiming for peace in our world in the current climate of unrest – a video of the children singing 'War is Over' was seen by Yoko Ono who co-wrote the song.



*"We pray for an end to hostility. Help us  
the carry the light of hope and peace in our  
hearts for all those that suffer."*



### ***Social development***

The school is very involved in the wider community and the children at all ages have a strong sense of helping others. We encourage and provide opportunities for the children to share their talents for the benefit of some of the local community such as singing at the care home next to the school, singing for the local community at the 'Ewell Yule' and contributing harvest hampers to local elderly neighbours and Age Concern.

We work well together as a community of learners with different backgrounds and experiences – at school we come together as one. We look to involve the children in every opportunity that we have to work with children from other local schools and in the wider community and would like to make links with a school internationally.

All our School Council members are selected by our children with support from their teachers. In Year 6 children make an application and presentation to apply for specific roles of responsibility and we utilise opportunities for each child to vote on issues such as new reward badges and playground rules and equipment.

Our three School Journeys in Years 4, 5 and 6 allow the children opportunities to live and work more closely with teachers and friends. We provide opportunities to face new challenges and experiences as well as developing independence, cooperative skills and learning about the world around them.



We would like to extend children's interest in environmental issues beyond the curriculum.

### ***Cultural development***

The curriculum helps the children engage with our own British culture and history. We were involved in school and local community based learning and events for the World War I anniversary. The children also celebrate and learn about the different cultures represented within their own classrooms and in our locality and the wider country. Children with different home languages are encouraged to share their languages with the class and diversity is celebrated in assemblies and plays where possible.

As a school we celebrate and engage with all our major national events, for example the Royal Wedding, the Queen's Jubilee and the Olympics. We learn about some cultural British icons (e.g. Lowry) and take opportunities to learn about key national events – one of our pupils was named Young Sports Reporter of the Year for her report on the Oxford Cambridge Boat Race. We utilise opportunities to teach the children about Britain's parliament and British values and for children to experience the voting system.



We have tried to offer a wide and extensive range of extra-curricular activities across the school. Options in recent terms have include:

<i>Piano</i>	<i>Drama</i>	<i>Irish Dancing</i>	<i>French</i>
<i>Guitar</i>	<i>Running</i>	<i>Street Dance</i>	<i>Flute</i>
<i>Drums</i>	<i>Netball</i>	<i>Science</i>	<i>Girls only Sport</i>
<i>Gymnastics</i>	<i>Football</i>	<i>Animation</i>	<i>Fun and Fitness</i>
<i>Choir</i>	<i>Computing</i>	<i>Multi-skills</i>	<i>App development</i>

## **RELIGIOUS EDUCATION**

In line with our fellow Diocesan schools, we use a scheme called 'Come and See' which forms the basis of our Religious Education provision. It is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory. 'Come and See' is an invitation to all to explore the promise of life. In response to the question; 'where do you live?' which was asked by the disciples, Jesus invited them to; 'Come and See.' (John 1:39), and scripture is very much at the heart of this resource. The children explore the major aspects of the Catholic faith but also learn about other world faiths.

During the Autumn term the children will focus on three key themes; those of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each year group will approach the themes through different topics and at an age appropriate level. The children will also spend one week studying Judaism. As we move into the Spring term we will be studying the three themes of Local Church (Community), Eucharist (Relating) and Lent/Easter (Giving). Within the Summer term each unit reflects upon role the Holy Spirit plays in our lives. We will be studying the three themes of Pentecost (Serving), Reconciliation (Inter-relating) and Universal Church (World). The children will also focus on other World Religions as previously mentioned.

Each topic focus runs for four weeks. During that time the children begin by exploring how the topic relates to their daily lives for example what images or actions show unconditional love to others. We then move to looking at scripture passages where we respond to their messages, teachings and advice. At the end of the topic we celebrate what we have learnt during this topic and reflect on how we can put this new knowledge into action.