

St George's Catholic Primary School

'Achieve, Believe, Care.'

Spiritual, Moral, Vocational, Social, and Cultural Education Policy (SMVSC Policy)

This policy should be read in conjunction with the following documents:

- RE Policy
- PSHE Policy
- RSE Policy
- Promoting British Values through SMVSC (DfE)
- British Values Statement
- Safeguarding & Child Protection Policy
- Keeping Children Safe in Education (Sept 2020)
- Working Together to Safeguard Children (DfE)

1. MISSION STATEMENT

St. George's Catholic Primary School is a faith community founded on Gospel values, in which a love for learning and life are promoted.

Through a safe and caring environment, all members of the school community are given opportunities to use and display their talents, whilst following in the footsteps of Christ.

2. AIMS

What is Spiritual, Moral, Vocational, Social and Cultural Education?

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil law and the criminal law of England.
- understanding of the consequences of their behaviour.
- interest in investigating, and offering reasoned views about moral and ethical issues, and their ability to accept, respect and appreciate that others may have a different viewpoint.

The Vocational Development of children is shown by their:

- service to others by helping those in need in the community, demonstrating sacrifice and almsgiving.
- ability to show forgiveness, mercy, tolerance, peace and compassion
- their ability to demonstrate faithfulness, purity and holiness..

The Social Development of children 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 social settings, co-operating well with others and being able to resolve conflicts effectively.
- willingness to volunteer.
- interest in, and understanding of the way that communities and societies function at a variety of levels.
- acceptance and engagement with the fundamental British Values (see our British Values Statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitude towards these British Values allows children to participate fully and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- willingness to participate in, and respond to, for example, artistic, musical, sporting mathematical, technological, scientific and cultural opportunities.
- understanding and appreciation of the wide range of different cultures in modern Britain as an essential element of their preparation for life in modern Britain.

- interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3. SMVSC in the Curriculum

In planning for our pupils' spiritual, moral, social and cultural development, we recognise that we need to provide as many opportunities as possible for our pupils to engage with culturally rich and diverse experiences. Opportunities to develop SMVSC form both part of the formal and informal curriculum, through cross-curricular activities, teaching in RE and PSHCE (Personal, Social, Health and Citizenship education).

How we make provision for children's Spiritual, Moral, Vocational, Social and Cultural Development at St George's

The spiritual development of pupils is shown by their:	Provision
■ 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	- Learning to Grow (Diocesan Scheme of work) - Whole School Assemblies - School Masses - English (story/empathy) - Geography curriculum (study of other countries. - Opportunities for daily prayer in the chapel - Inter-faith week - Visiting different places of worship - Retreat Days - Reconciliation
■ sense of enjoyment and fascination in learning about themselves, others and the world around them	- Learning to Grow (Diocesan Scheme of work) - Values and Virtues - Topic lessons - Collective Worship - Educational visits - Residential visits - Retreat Days - Forest School
■ use of imagination and creativity in their learning	- Subjects esp English, Music, Art, Dance, DT - Extra-curricular (Grub club, sewing club, Imagineering club) - Enterprise - Forest School
■ Willingness to reflect on their experiences.	- Learning to Grow (Diocesan Scheme of work) - Class Assemblies - Praise Assemblies

	- Collective Worship - School Masses - Educational visits - Faith Days & Retreat days - Subjects especially English, Art, Music, Dance, History
The moral development of pupils is shown by their:	Provision
■ 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	- Mission Statement - Code of Conduct - Learning to Grow (Diocesan Scheme of work) - Whole school Assemblies - School Prefects - School Council - Eco Team - Mini Vinnies - Liturgy Leaders
■ understanding of the consequences of their behaviour and actions	- Behaviour policy - Code of Conduct - Class rules - Mission Statement - School Prefects - Praise Assemblies
■ 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.	- English (debate, persuasion, point of view, stories from a different viewpoint, empathy in reading.) - Learning to Grow (Diocesan Scheme of work) - Geog/History - School Council - Eco Team - Class Assemblies
The vocational development of pupils is shown by their:	Provision
■ service to others by helping those in need in the community, demonstrating sacrifice and almsgiving.	- Lenten Good Deeds - Fr Hudson's Society Good Shepherd Appeal - Mini Vinnie Group - Supporting the local food bank
■ ability to show forgiveness, mercy, tolerance, peace and compassion	- Learning to Grow (Diocesan Scheme of work) - Minnie Vinnie Group - Prefect leaders - Behaviour policy - Mission Statement - Class rules

■ Their ability to demonstrate faithfulness, purity and holiness.	- Learning to Grow (Diocesan Scheme of work) - Collective Worship - Class and whole-school Masses - Mini Vinnie's group - Whole Faith Days - Retreat days - Liturgy Leaders
The social development of pupils is shown by their:	Provision
■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	- Mini Vinnies Group - Sports competitions (Cross country, Athletics, Football, Cricket, Basketball, Netball) - Choir festivals - Extra-curricular activities - School Council
■ 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	- Extra-curricular clubs - School Prefects - School council - Mini Vinnies Group - Liturgy Leaders - Young Voices Choir
■ acceptance 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.	- Geog/History - Assemblies - Inter-faith week.
The cultural development of pupils is shown by their:	Provision
■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	- Homework projects - History/Geog
■ 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	- Learning to Grow (Diocesan Scheme of work) - Geography - Inter-faith Week

■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	- School Council - School Prefects - Eco Team - Election week at school - Whole School Assemblies
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	- Extra-curricular activities (football, netball, martial arts, grub club, tennis, Computing club, choir, sewing, recorder, Music, Fame). - Class Assemblies and school performances - Educational visits – Art Gallery - Curriculum - Residential Trips - Young Voices
■ 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.	- Charity work (CAFOD, Good Shepherd, Children in Need, Sign to Sing, Grace Kelly Cancer Trust) - Learning to Grow (Diocesan Scheme of work) - History, Geog, Music, Dance, Art - Class Assemblies - Food Bank Collections - Inter-faith week

4. Teaching and Organisation

Development in SMVSC will take place across all curriculum areas, within activities that encourage pupils 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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events, eg death etc;
- share thoughts and feelings with other people;
- explore relationships with friends/family/others;
- consider others' needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;

- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- listen and talk to each other;
- learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- agree and disagree;
- take turns and share equipment;
- work co-operatively and collaboratively

5. Links with the wider community

- Visitors are welcomed into school.
- The children are actively involved in the life of the local Parish and wider Community.
- 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 pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

6. Monitoring and Evaluation

Provision for SMVSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Audit of SMVSC Provision Map;
- Monitoring of lesson plans and teaching and learning;
- Audit of Catholic Life of the school;
- Monitoring of Collective Worship;
- Regular discussion at staff meetings;
- Audit of policies and Schemes of Work;
- Sharing of classroom work and practice;

7. Review

This policy will be reviewed in accordance with the policy review schedule.

