



**St Francis Xavier Catholic Primary**

# Spiritual, Moral, Social and Cultural Education Policy

**APPROVED BY: SENIOR LEADERSHIP**

**DATE APPROVED: MARCH 2023**

**DATE REVIEWED: MARCH 2025**

**DATE OF NEXT REVIEW: MARCH 2026**



At St Francis Xavier Catholic Primary School, we want our pupils to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- engages, excites is meaningful and rigorous
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

At St Francis Xavier, we understand and plan for opportunities for pupils to experience a wide range of activities because we understand that they may have very few chances to experience the awe and wonder, so events are planned across the year for year groups.

Examples include:

Theatre Trips, Sea side, Farm and Yorkshire Sculpture Park, Museums and galleries. (Please refer to Appendix 1)

### **Spiritual, Moral, Social and Cultural development (SMSC)**

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

#### **Spiritual development:**

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the Catholic vision and values of the school. As a church school we address spiritual

development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth
- Self-esteem and valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

### **Moral development**

Moral development: knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

### **Social development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching the Equalities Act throughout our curriculum.

### **Cultural development**

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition.
- Weaving global education themes through our curriculum.

## **Teaching and Learning in SMSC**

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources, for example the Ten:Ten resources.
- Providing a plan covering all aspects of SMSC and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading. At Holy Family, the programme we use is TEN:TEN
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

## **Beyond the classroom...**

We believe that a broad and balanced curriculum extends beyond the classroom. We tailor and adapt our curriculum to meet the needs of our community, and in doing so, provide a wealth of experiences throughout their time at school.

We are committed to ensuring that all our children have the opportunity to...

- Visit the places of worship for the major world religions
- Experience a residential
- Learn a musical instrument and experience live music
- Experience dance
- Go to the theatre

- Visit museums and art galleries
- Swim at least 25 metres
- Perform an act of community service
- Explore their local environment
- Take part in a sports competition
- Experience democracy by casting a vote
- Learn first aid
- Engage in intergenerational experiences
- Learn how to ride a bike
- Go on public transport
- Plant, grow and then use what they have grown
- Enjoy the great outdoors
- Be involved in charitable work

## Appendix 1:

In addition to curriculum visits and visitors, pupils experience:

FS1:	A story telling workshop
FS2:	A visit from live animals
Year 1:	Visit to the seaside
Year 2:	Pantomime or theatre
Year 3:	Magna
Year 4:	Yorkshire Wildlife Park
Year 5:	Museum or Art Gallery
Year 6:	An overnight stay and go on public transport

### 1. The spiritual development of pupils is shown by their:

- 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Examples of **spiritual provision at St Francis Xavier Catholic Primary School** includes the following areas:

- Our provision for spiritual development in our prayer room and sensory room
- First Holy Communion preparation lining parish and school life.
- Links to the parish community – Harvest Festival, Carol Concert, visits to church, planned intergenerational circle time with parish members
- Children given opportunity to explore and develop relationship with God (and question) through liturgies and the everyday life of the school.
- Church visits / Parish Priest visits to school
- Other faiths visits
- Focus virtue, RSE, class discussion (as needed)
- Residential, day trips, use of school grounds
- Imagination and creativity is promoted e.g. lessons develop a sense of awe and wonder and spiritual development
- Use of reflective prayer time
- Use of art and creative activities in RE teaching

### 2. The moral development of pupils is shown by their:

- 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

- understanding of the consequences of their behaviour and actions
- 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.

Examples of **moral provision at St Francis** includes the following areas:

- Constant positive reminders of expectations, i.e. right and wrong
- Focus virtues promote the awareness of individual rights and responsibilities.
- Participation in CAFOD events and charity awareness raising and fundraising at a local, national and global level
- Opportunities for reconciliation e.g. confessions, liturgy
- School council reps and buddies as role models for younger pupils
- The Eco-warriors team who take responsibility for caring for the environment
- The chaplaincy team, a pupil body who help to lead the spiritual life of the school
- Everyone treated equally as an inclusive community.
- We explain why there is a consequence and why we do what we do: because we care about them and want them to be safe and happy.
- As a school we give an assurance that every child can expect to feel:
- Safe, Happy, Valued/listened to, Equal

3. The social development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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.

Examples of **social provision at St Francis** includes the following areas:

- Active school council works in partnership with others from family of Catholic schools. Children take on role as chair, vice chair, secretary etc.
- Visits to variety of contexts embedded into curriculum provision e.g. other faiths places of worship.
- World War 1 lessons to develop understanding of British values, liberty with local focus.
- Rainbows provision.
- Friendship club provision
- Children encouraged to volunteer for roles in school, e.g., school council, reading ambassadors, assembly monitors, chaplaincy team, eco warriors
- Faith focus a regular aspect of the wider curriculum.
- We promote good social skills, i.e. role modelling, class discussions on celebrating differences: we are all special, we are all different (made in God's image)
- We have mixed attainment groups; we have mixed after school clubs.
- We have paired reading (KS2 and KS1 classes), buddy system, planned friendship bench.

- Pupils volunteer to run the school reading room, run fundraising events for the school etc.
- Wherever possible conflicts are dealt with at once – the children are asked to reflect on what has happened and how it can be resolved. The adult is usually just the mediator.
- Children are asked to put themselves in the 'other child's shoes'. Link to the Gospel message, 'Love thy neighbour as thyself.'
- Planned visits to Local Old People's Homes at Christmas.
- Participation in Parish Masses
- Residential in Years 5 and 6 which encourage children to mix with other groups outside of their usual circle of friends and take on challenges and different roles.
- Opportunities to develop skills within the local and wider community – links with other schools – School Council visits, speakers from CAFOD

#### 4. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- 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.

Examples of **cultural provision at St Francis** includes the following areas:

- A wide range of activities are planned within the curriculum and extra-curricular to develop cultural experiences and teaching
- sporting events, trips, music and drama productions, school choir etc.
- Celebrate other cultural events i.e. Chinese New Year, Diwali, Holi etc. Parents are invited to come in and share different experiences etc.
- Ethos – being special, same but different
- Taking part in 'events' with other communities – Catholic community events e.g. Good Shepherd, e.g. Sporting competitions
- Studying an 'artist' from another country/culture and discussing their influence
- Charity work throughout the year – children having the opportunity to decide which charity and how to raise funds.
- Study of other faiths in RE, visit Jewish Centre, Mosque etc.