

# Spiritual, Moral, Social and Cultural Policy



A curriculum rooted in faith  
'Let Your Light Shine'

Date	Review	Subject Leader
March 2022	March 2024	L. Dreniw

This policy is a guide to all staff including non-teaching personnel and governors. It outlines St Vincent's Catholic Primary School's spiritual, moral, social and cultural approach both academically and socially around the school. It should be read in conjunction with other relevant school policies.

**This Policy is to be read in conjunction with;**

- The PSHE Policy
- The Behaviour Policy
- The Anti-Bullying Policy
- The Child-Friendly Anti-Bullying Policy
- The British Values Policy
- The RSE Policy
- The Teaching and Learning Policy
- The Equal Opportunities Policy
- The Pupil's Mental Health and Wellbeing Policy
- The Attendance and Punctuality Policy
- The Equality and Inclusion Policy
- The Equality Scheme and Objective Policy
- The Online Safety Curriculum for Parents

**Spiritual, Moral, Social and Cultural Intent Statement:**

At St Vincent's Catholic Primary School, we are committed to the development of the *whole* child and it is key to our children's education at St. Vincent's. Our vision that our children develop a strong spiritual and moral identity in a loving, nurturing environment is underpinned by our Catholic faith; We provide an outstanding level of education and pastoral support where we encourage our children to develop a growth mindset, love of learning and therefore fulfil their potential. Our aim that our children are happy, resilient and valued and that they are responsible young people who show respect to others and the environment in which they live in is in evidence on a daily basis. We believe that our pupils make a positive contribution to the community and leave St Vincent's ready for the next stage of their learning and are very proud of this.

The need to develop children's personal skills to live in a rapidly changing world, forms the basis of UNESCO's drive to teach global citizenship skills to children and young people starting with early years education. It argues that education today requires a specific focus on education which can develop the knowledge and understanding, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. In addition, education requires the development of certain soft skills:

'social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and behavioural capacities to act collaboratively and responsibly.'

- (Keevey, J. and Chakroun, B. (2015) *Level-setting and recognition of learning outcomes: The use of level descriptors in the twenty-first century*. UNESCO: Paris).

We have a well-established system of pastoral care and support for our pupils and firmly embedded within the curriculum alongside Spiritual, Moral, Social, Cultural education (SMSC) are opportunities to develop these 'soft skills';

Growth Mindset

Co-operative Learning Techniques (eg Kagan)

Character Education

Personal Social Health Education (PSHE)

Relationships and Sex Education (RSE)

As a forward thinking school we continually look for ways to develop our practice further. To this end, we have demonstrated a commitment to promoting pupils' personal development and skills by achieving the Excellence in Pupil Development Award.

### **The Aims of the Policy are to:**

#### At St Vincent's Primary School we aim to develop:

- A positive and caring atmosphere within our school.
- A sense of awe, wonder and mystery.
- An awareness of personal worth uniqueness and identity
- A Sense of enjoyment of the world and people all around us.
- A Sense of pattern, order and purpose.
- A Sense of transience and change.
- An Opportunity to learn about and worship God.
- An awareness of others and relationships.
- An awareness of a multi-cultural community, its demands, values, traditions and celebrations.
- An awareness of loss, suffering and sadness.
- An opportunity to develop their own sense of inner space.

- (Open the Door, D. Barton, A. Brown & E. Brown 1994 & Primary School Worship, A. Brown & E. Brown 1993)

#### The staff at St Vincent's Catholic Primary School will:

- have the knowledge and training to be able to support and nurture pupils who have a mental health diagnosis
- have the ability to recognise and act upon pupils with mental health warning signs
- be able to contact the pupil's parents/carers and family to offer support for them
- be able to access the appropriate support when working with young people with mental health issues at a relevant time
- signpost pupils and their families for specific support when it is needed or recommended
- develop resilience amongst students and raise awareness of resilience building techniques.

### **Lead Members of Staff;**

- Mrs A. Harrop (Headteacher, Mental Health First Aider and Designated Safeguarding Lead)
- Mrs N. Farrell (Deputy Headteacher, SEND/Co, Mental Health First Aider and Designated Deputy Safeguarding Lead)
- Mrs C. Sutton (Deputy Headteacher, Mental Health First Aider and Designated Deputy Safeguarding Lead)
- Mrs L Dreniw (SMSC Lead, Mental Health Champion, Class Teacher)
- Mrs E Leather (SMSC Lead, Class Teacher)
- All Staff (Teachers and Teaching Assistants)
- Canon Johnathan Brandon (Religious Education Governor)
- Mrs J Gee (Pastoral Team and Mental Health First Aider)
- Mrs J Donnachie (SMSC and British Values Governor)
- Mrs A Kilburn (Enrichments and Pupil Groups Governor)
- Ms S Donnelly (Diversity and Equality Governor)
- Mrs S Butler (RSE & PHSE Governor)
- Mr A Godding (Physical and Mental Health Workload Governor)

### **As defined in the Ofsted School inspection handbook (November 2019) at St Vincent's Catholic Primary School, SMSC is demonstrated by:**

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

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

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

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

#### The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**Children at St Vincent's Catholic Primary School take part in Leadership roles such as:**

- Following the 'Let Your Light Shine' school mission statement
- Takes part in 4 collective worship prayers each day.
- Religious Education Lessons 3 times a week
- PSHE Lessons once a week
- A TenTen Class Assembly at the start of each week
- Takes part in a pupil led Collective Worship each week
- Mass half termly
- Prayer Leaders
- Prayer Group "Sparklers"
- EYFS Circle Time
- Breaktime Buddies
- Mini Vinnies Representatives
- The Junior Leadership Team
- The School Council
- The Debating Team

**Sacraments:**

The preparation for each sacrament takes place in Year 3 during religious education lessons and there are also meetings between school, parents and the parish priests. At St. Vincent's we follow 'The Way the Truth and the Life' scheme of work which helps the children to prepare to receive the Sacraments. We also have a special books which help us to keep a record of our preparations.

- Our Year 3 children receive the Sacrament of Reconciliation during Spring term, before Easter.
- The Sacrament of the Eucharist is received by Year 3 children in June after having received the Sacrament of Reconciliation. The ceremony takes place at both St. Vincent's Church in Altrincham and Holy Angels Church in Hale Barns.

## **British Values:**

School leaders and teaching staff constantly promote fundamental British Values through social interactions in school and as a thread throughout our broad curriculum. Our RE curriculum matches to British Values by selecting the following link:

[The Teaching of British Values through The Way, The Truth and The Life](#)

At St. Vincent's we recognise that every child needs a broad and balanced education that develops a child academically, spiritually, morally, socially and culturally, in preparation for a life in a British society.

***Outstanding spiritual, moral, social and cultural development offers pupils varied opportunities to reflect on emotions and experiences. Pupils are considerate, show a keen sense of right and wrong and clearly understand that their actions have consequences. OFSTED October 2011***

Catholic Christian Values rely on the example of Jesus and his welcome and inclusion of all, which is developed in Catholic Social Teaching. Through this, we teach the importance of British Values through a deep meaning context and what it means to live a good life for yourself, your family and the community whom you serve.

***The school ethos is extremely warm and welcoming, setting high expectations. Parents and carers are overwhelmingly supportive of the school. One comment succinctly summarises the many positive views expressed: 'This is a fantastic school where children are happy, progress well, and where respect for others underpins everything that is done!' OFSTED October 2011***

Through our School Mission 'Let Your Light Shine', we aim to develop in each child, the whole person and their vocation and purpose in life. We are guided by the Christian values of respect, compassion, co-operation and stewardship as we reflect on our place and purpose in the world:

***The school believes each pupil is unique and can succeed, and does everything possible to ensure that they do. As one parent/carer commented, 'This is a wonderful school that celebrates each child as an individual.' OFSTED October 2011***

Our Catholic ethos, which includes explicit reference to Christian and *British values*, makes a tangible difference to the way we work together and with our wider communities.

***Pupils take their responsibilities very seriously and willingly carry these out. They make an excellent contribution to the school community. OFSTED October 2011***

## **Links with the wider community**

- Visitors are welcome to our school
- The school will support the work of a variety of charities, local, national and international
- The school promotes different learning opportunities both inside and outside of the school – for example trips, STEM Ambassadors, writing competitions, learning hooks etc

## **Local**

- Liaison with local nursery settings to support transition to our school (this includes children visits into school alongside their parents/guardian)
- Liaison with local secondary schools to support the children's transition (this includes children visits to the secondary schools, transition days, PSHE specific sessions)
- It is vital that we cultivate strong home-school links for every child at our school allowing parents and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.
- Links with organisations, local partners and businesses concerning:

- Careers & future pathways
- Counselling
- Local Businesses
- Local Emergency Service Workers
- Involvement with local charities
  - Cornerstone Food Bank
  - Macmillan
  - The Good Shepherd Appeal
  - St Ann's Hospice
  - Salvation Army

#### International Links

- Visitors from many countries
- CAFOD