



## **St Thomas More Catholic First School**

*Learning, loving and living together with Christ*

### **Spiritual, Moral, Vocational, Social and Cultural Policy**

Through our teaching, reflection on the Gospel values and promotion of virtues we endeavour to instil in our pupils a "habit of mind and action which genuinely serves the common good" (Cardinal Vincent, Archbishop of Westminster).

At St Thomas More we believe that:

- if we nurture gratitude in our pupils, they will practise generosity;
- if we nurture attentiveness in our pupils, they will practise discernment, make good decisions in their lives and accept responsibility for their actions;
- if we nurture compassion and love in our pupils, they will treat others with respect and they will learn to empathise with those who suffer poverty, injustice or violence;
- if we nurture faith and hope in our pupils, they will have the confidence to contribute positively to the communities in which they live and inspire others to be hopeful for the future;
- if we nurture eloquence and truthfulness in our pupils, they will be honest and respectful in their relationships with others;
- if we nurture wisdom and a desire to learn in our pupils, they will use their gifts and skills for the benefit of others and will contribute positively to others' lives;
- if we nurture curiosity in our pupils and engage them actively in their learning, they will become lifelong learners who are tolerant and respectful of difference and diversity;
- if we nurture a strong conscience in our pupils, they will have the confidence to lead by example, reflecting God's love to others and striving for harmony and equality in the communities around them.

#### **Guidelines**

All curriculum areas have a contribution to make to each child's spiritual, moral, virtue, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote the behaviour expected in our school, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate and promote Gospel values and behaviour which reflects the ethos of the school will be rewarded. We are committed to providing opportunities to celebrate pupils' work and achievements.

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

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and virtues, rooted in the Gospel of Christ.
- To ensure a consistent approach to the delivery of Social Moral Vocational Spiritual Cultural (SMSVC) issues through the curriculum, whole school worship/liturgy and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them as 'good citizens' and 'good neighbours' and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and community identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To enable pupils to understand the importance of respect and leave school fully prepared for life as citizens in modern Britain and in our world.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To promote actively our Gospel values and the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs.

### **Spiritual Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Experience and understand their Catholic Faith as a living faith;
- Reflect on, consider and celebrate the wonders and mysteries of life;

- Learn about the values and beliefs of other faiths;
- Experience moments of stillness and reflection;
- Foster their emotional life and express their feelings;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Develop their capacity for critical and independent thought;
- Form and maintain worthwhile and satisfying relationships;
- Sustain their self-esteem in their learning experience.

The following virtues and values have been introduced

<b>Term</b>	<b>Virtues</b>
<b>Summer 1 2016</b>	Eloquent & Truthful
<b>Summer 2 2016</b>	Learned & Wise
<b>Autumn 1 2016</b>	Curious & Active
<b>Autumn 2 2016</b>	Intentional & Prophetic
<b>Spring 1 2017</b>	Grateful & Generous
<b>Spring 2 2017</b>	Attentive & Discerning
<b>Summer 1 2017</b>	Compassionate & Loving
<b>Summer 2 2017</b>	Faith-filled & Hopeful

### **Moral Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual;
- Listen and respond appropriately to the views of others;
- Gain the confidence to cope with setbacks and learn from mistakes;
- Take initiative and act responsibly with consideration for others;
- Distinguish between right and wrong;
- Show respect for the environment;
- Make informed and independent judgements.

### **Vocational Development**

As a school we aim to provide opportunities for the pupils to reflect upon what special talents they may have to offer to others and particularly in the future in a chosen occupation or career. These opportunities are offered through:

- Personal Social Moral Education (PSME) sessions;
- RE lessons - where children can reflect upon us all being made in the image and likeness of God and that we are all God's people. They are encouraged to consider what God is calling them to be (their vocation) and to consider their role in serving others;
- Assemblies - where the children focus on how they can live out the Gospel values of Jesus in their own lives. They are asked to reflect upon the choices

they make and the implications that they may have upon themselves and others;

- Visiting speakers.

### **Social Development**

As a school we aim to promote opportunities that will enable pupils to:

- Develop their social skills and experience roles of responsibility, including being school council reps, liturgy leaders, House captains, register monitors, playground helpers etc. Some of these are elected responsibilities and others are voluntary;
- Take part in sports activities with and against other schools;
- Year 4 have a residential trip to Wales where they experience team work and co-operation;
- Develop an understanding of their individual and wider community identity;
- Learn about service in the school and wider community, including supporting the local food bank, singing at the hospital and in the local centre;
- Allow them to participate fully in and contribute positively as 'good citizens' to life in modern Britain and in our world.

### **Cultural Development**

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society;
- Understand and appreciate the cultural diversity that is represented within our school community
- Develop an understanding of their social and cultural environment;
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions;
- Gain knowledge of Britain's democratic parliamentary system.

### **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 assemblies, 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, e.g. bullying, 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 - e.g. 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.

### **Links with the wider community**

- Visitors are welcomed into school.
- The children are actively involved in the life of the local Parish and wider Church partnerships.
- 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.

### **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 the Spiritual Life of the school;
- Audit of Collective Worship policy and practice;
- Regular discussion at staff meetings;

- Sharing of classroom work and practice;
- Collation of evidence in pupil's work in school portfolio;
- Review of inclusion on School Development Plan (SDP)/School Self-evaluation (SSE).

### **Review**

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

Head Teacher: Miss T Moriani

Reviewed: April 2016

To be reviewed: June 2017