Holy Family Catholic Primary School

Spiritual, Moral & Vocational, Social and Cultural Policy

We live, love and learn together in the light of God by…

praying together

learning together

playing together

and

respecting each other

Approved by:	Linda Mockler	**Date:** 4th November 2026
Next review due by:	November 2027	

Our children's spiritual, moral, vocational social and cultural (SMVSC) development plays a significant role in their ability to achieve and learn, as well as their ability to contribute to the local and wider community. These values and virtues underpin our multi-faith community here at Holy Family Catholic Primary School, bringing us together, in unity, as one whole, united, school family.

At Holy Family Catholic Primary School, we have embedded the 7 principles of CST into our curriculum-we feel that the 7 principles for CST link closely with the aims and goals intended for the Spiritual, moral, Social, Vocational and cultural development of our pupils.

The 7 principles are:

- **The Dignity of the Human Person**
- **Family and Community**
- **Solidarity & The Common Good**
- **Rights and Responsibilities**
- **Option for the Poor and Vulnerable**
- **Stewardship of God's Creation**
- **The Dignity of Work**

The ambitious Holy Family's curriculum and creative curriculum timetabling is planned to engage our pupils, have a positive impact on their mental health, behaviour and safety, and help them to attain highly in all areas of their learning. All areas of the curriculum will make a contribution to the child's spiritual, moral, vocational, social and cultural development. We want our pupils to develop as reflective, independent, thoughtful and responsible individuals who are curious about the world around them and who seek to make a difference in the world.

The principles we share at Holy Family's Catholic Primary School ensure that all members of the school are treated fairly and contribute positively to the local and wider community. At Holy Family it's about inspiring our children to be the best that they can be.

All adults will model and promote expected behaviour, treating all people as valued individuals and showing respect to all members of the Holy Family's school

community through recognising that we are all made in the image and likeness of God.

Our school is a happy, safe and enriching place.

- ✓ We work hard as a team so that everyone can achieve their best.
- ✓ Everyone has a voice and is a valued member of our school.
- ✓ We respect and celebrate our individuality and treat one another equally.
- ✓ We learn in fun and exciting ways to develop our wide interests and talents.
- ✓ Good relationships between school, families and the community help us to succeed.
- ✓ We learn to become responsible citizens and lifelong learners, so we can enjoy happy and successful lives.
- ✓ British values are promoted for the whole school community and help to prepare our children for life in modern Britain.

Aims :

- ✓ To develop an awareness and respect for diversity (gender, race, religion and belief, culture, sexual orientation and disability)
- ✓ To ensure pupils develop an understanding of right and wrong within the school and wider community.
- ✓ To ensure pupils develop as reflective, thoughtful and responsible individuals.
- ✓ To give pupils 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 social and cultural environment.
- ✓ To enable pupils to explore social and moral issues.
- ✓ To enable pupils to develop the skills and attitudes to contribute positively in democratic modern Britain.
- ✓ To ensure children develop a love of theatre, art, music, sport and literature.
- ✓ To ensure that British values are promoted and reinforced for the whole school community.
- ✓ To allow children to explore different vocations and to reflect upon their skills and talents which make them unique.

Spiritual Development:

Children will:

- ✓ Reflect on 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.
- ✓ Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ✓ Use imagination and creativity in their learning.
- ✓ Experience moments of stillness and reflection.
- ✓ Discuss their feelings and responses to their experiences.

Moral and Vocational Development:

Children will:

- ✓ Distinguish between right and wrong and readily apply this understanding in their own lives.
- ✓ Understand the consequences of their behaviour and actions.
- ✓ Show 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.
- ✓ Recognise the value of each person as an individual.
- ✓ Listen and respond appropriately to the needs of others.
- ✓ Learn about the importance of vocational work
- ✓ Take initiative and act responsibly with consideration for others.
- ✓ Show respect for their environment (both local and wider) and all living things. Social Development Children will:
- ✓ Use a range of social skills in different contexts, including working and socialising with pupils with different religious, ethnic and socioeconomic 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.
- ✓ Accept and engage with the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- ✓ Participate in and contribute positively to life in modern Britain.
- ✓ Form and maintain worthwhile friendships.
- ✓ Will understand e-safety/online safety and what safe communication is.

Cultural Development

Children will:

- ✓ Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- ✓ Understand and appreciate the range of different cultures in school and further afield in their preparation for life in modern Britain.
- ✓ Develop a knowledge of Britain's democratic parliamentary system and its central role in shaping Britain's history and values.
- ✓ Participate in and respond positively to artistic, sporting and cultural opportunities.
- ✓ Show an interest in exploring, understanding and showing respect for different faiths and cultural diversity.
- ✓ Demonstrate a tolerance and positive attitude towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Teaching and organisation

Development of SMVSC takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity. SMVSC has very strong and obvious links to religious education, prayer and liturgy and personal, social and emotional education. With all activities, children are encouraged to reflect on what they are learning. Children will have opportunities within the PSHE, RSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

Learning Behaviours

At Holy Family Catholic Primary School, we believe that to help our pupils prepare for life in modern Britain they need to be explicitly taught learning behaviours which make them better learners. Children take part in assemblies, lessons and activities which enable them to learn about the different learning behaviours, apply the behaviours in different contexts and reflect on the type of learners they are becoming.

Children take pride in their work, the school and themselves. The	Children treat each other and the environment with complete respect.	Children engage in after school clubs. Children work and play well together.	Children are aware of a range of cultural

school community shares a sense of purpose in moving the school forward. The children respect themselves and others and value their wellbeing and opinions.	Children show concern for others both within the school and further afield.	Staff ensure that children are working well together and have someone to play with. There is a focus on anti-bullying at school and children know who to go to for help.	backgrounds in the school, local and national community. The children respond to different backgrounds positively.

Monitoring and Evaluation

SMVSC is monitored through planning and curriculum reviews, pupil voice, observations of T&L and discussions at staff and governor meetings. The monitoring of RSHE and RE planning happen on a termly basis. The SMSC policy will be reviewed on a yearly basis.

School Assemblies

School assemblies may be led by a HT or DH or other members of the SLT, classes of children, visitors e.g. members of the local community, charity workers etc. They all contribute to the children's SMVSC development. They are inclusive of all and provide opportunities for the children to reflect upon questions of meaning, purpose and identity.

Links with the wider community

- ✓ Visitors are welcomed into our school.
- ✓ Links with local churches, local foodbanks, our various community support agencies.

Practical activities that help the development of SMVSC

- ✓ Working together in different groups and situations.
- ✓ Taking responsibility e.g. classroom monitors, dining hall monitors, pupil role models, school council.
- ✓ Appreciation of and respect for the work and performances of others.

- ✓ Raising funds for the local and wider community e.g. MacMillan Coffee Morning, CAFOD, Father Hudson Care, St Chad's Sanctuary Stories of Hope and Homes and Dementia Awareness.
- ✓ Learning about other cultures during special school/year group projects.
- ✓ Taking part in class and whole school assemblies.
- ✓ Clubs where children work and play well together, e.g. sports, gardening and library.
- ✓ Participating in school sports day.
- ✓ Participating in sporting competitions with other local schools.
- ✓ Playground group activities.
- ✓ Residential trips.
- ✓ Children as Leaders eg; school council, mini vinnies, liturgical leaders

How Holy Family's teaching promotes SMVSC: Spiritual

Provision for the development of spiritual values. Pupils are reflective about beliefs, values and more profound aspects of human experience using their imagination and creativity, and developing curiosity in their learning.

Teaching includes

Opportunities to consider beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values

Promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

Opportunities to use imagination and creativity in their learning

Promoting teaching styles which: Value pupils' questions and give them space for their own thoughts, ideas and concerns.

Enable pupils to make connections between aspects of their learning

Encourage pupils to relate their learning to a wider frame of reference for example asking 'why, how, and where as well as what'

Subject	Evidence
English	Use language and texts to explore values, experience and identity. Pupils develop vocabulary and linguistic structures.
Maths	Pupils are encouraged to be inspired by pattern and the universal language of maths as way of understanding and describing the world e.g. patterns, concept of infinity. Encourage a sense of questioning and investigation.
Science	Explore the difference between scientific method and personal belief and between science and religion.
Music	Develop an awareness of the power and cultural capital of music and use it to express and reflect on our own thoughts. Explore ideas, feelings and meaning in works of music. Each week the Music of the Week is promoted throughout the school to enhance this.
Art and DT	Explore creativity as part of what animates and defines us. Develop an awareness of the power of art and use it to express and reflect on our own thoughts. Explore ideas, feelings and meaning in works of art. Explore the creative process. Find solutions to problems in D&T
History	Appreciate achievements of societies e.g. Romans and the motivation of individuals in history. Compare past societies to modern ones. Understand what makes certain historical people and events significant. Understand how people's vocations have impacted history.
Geography	Encourage a sense of curiosity in their surroundings through engaging activities and contexts e.g. Year 4 and 6 residential. Understand how the environment influences how we develop as people and communities.
RE	Explore big questions around meaning, purpose and value. Respond to different faiths and beliefs. Explore differing understandings of what it means to be a person. Ask their own questions that help to make sense of their lives
RHE	Rooted in the knowledge that we are created and loved by God, pupils explore values and beliefs of how we should live together. Develop the ability to reflect on personal and group identity.

	Consider significance of choices, consequences and responsibilities in their own lives. Reflect on experience and the emotions that arise from experience.
PE	Pupils are inspired to participate. Pupils develop a positive attitude towards themselves; pupils recognise that as we were made by God we should treat our bodies with respect and look after them; pupils develop a positive attitude towards the pursuit of excellence and team spirit. E.g. sports day, outer school competitions.
Computing	Use the internet to explore questions about beliefs, values and emotions. Explore the positive uses of computers and the limitations of logical reasoning.
MFL	Opportunities to explore self-understanding and self-expression (personal qualities, likes and dislikes, emotions) through language development.

How Holy Family's teaching promotes SMVSC: Moral and Vocational

Provision for the development of moral values and vocational understanding. Pupils develop and apply an understanding of right and wrong in their school life and life outside school. Pupils develop and understanding of the vital diversity of vocational work across the globe.

Teaching includes

- ✓ Opportunities to explore the difference between right and wrong and to apply this understanding in their own lives.
- ✓ Opportunities to consider the consequences of choices, behaviours and actions.
- ✓ Opportunities to investigate and consider reasoned views about real world moral and ethical issues Reference to the school's values in relation to learning and behaviour.
- ✓ Opportunities to learn about the global vocational market – how work affects local, national and international relations. Development of life-long skills. Learning about different vocations.

Subject Evidence

English	Exploration of literature and media that includes moral principles. Learn structures for arguments and persuasion. Vocations through genres.
Maths	Understand the concept of fair with regards to fractions and data. Use data collection and analysis to explore moral issues. Exploring vocational opportunities.
Science	Explore morals in science-the right and wrong uses of science. Provide accurate methodology for completing scientific enquiries.
Music	Learn about the meanings behind songs.
Art and DT	Explore how to represent moral issues in Art. Learn about the meanings behind different representations of Art, the importance of cultural diversity in design.
History	Consider moral issues from history and that actions have consequences. Consider the events and decisions in history and the impact they have had. e.g. The Romans coming to England, WWII, invasions.
Geography	Explore moral issues around the environment such as deforestation (Higanaon project) responsibility for the environment and Fair trade.
RE	Explore different behaviours and vocations in religions and belief-systems and respond sensitively to them.
PHSE	Explore and reflect on the School Rules and behaviour management system. Understand choices and consequences. Consider moral issues and the different views about them. Vocational respect.
PE	Explore and develop a sense of fair play and the importance of rules. Understand the importance of sportsmanship through inner and outer school competitions.
MFL	Use moral issues and dilemmas as a way of developing linguistic skills. Cultural understanding through MFL.

How Holy Family's teaching promotes SMVSC: Social

Provision for the development of social values. Pupils take part in a range of activities requiring social skills, develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, gender orientation and disability, gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training, and develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Teaching includes

- ✓ Opportunities to develop a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and social economic backgrounds.
- ✓ Opportunities to work in different groups to solve problems and carry out enquiries
- ✓ Opportunities to explore and learn about the way communities and societies function at a variety of levels.

English	Explore literature through group work and discussion and writing activities. Develop and explore personal values through texts read in class.
Maths	Work cooperatively in groups during mathematical tasks and appreciate the contributions of others. Develop problem solving skills and team work through discussion, explanation and presenting ideas. Provide opportunities for self and peer assessment.
Science	Explore diversity and bio-diversity (Higanaon project) through the curriculum. Recognise the need to consider the viewpoints of others in class and those who have made scientific contributions to the world. Discuss different views of science and provide collaborative opportunities when completing scientific enquiry. e.g. scientific discussion - THINK LIKE A SCIENTIST!
Music	Share in the process of music making to develop a sense of community in classes and across the school. e.g. singing assembly, music lessons, playground singing.

Art and DT	Develop respect for the ideas and opinions of others. Work collaboratively with other students.
History	Learn about different historical structures and the impact they had on communities e.g. the Romans. Raise questions about what we might learn from history. Have we learnt from history?
Geography	Consider changes in the local area over time and how they have affected the community. Explore how different groups relate to each other and how geography can have an impact on relationships. e.g. comparison of two countries.
RE	Working collaboratively to explore and discuss sensitive social and moral issues.
PE	Develop cooperation, collaboration, responsibility and teamwork. Opportunities are provided for participation in sporting activities in the community and with other local schools.
Computing	Use technology to research social issues. Learn about e-safety. Work in pairs and groups to complete computing tasks.
MFL	Opportunities to explore Spanish individually, in pairs and groups. Opportunities to work alongside others from a different culture. Celebration of diversity.

How Holy Family's teaching promotes SMVSC: Cultural

Provision for the development of cultural values. Pupils develop an appreciation of theatre, music, art and literature, respond positively to a range of artistic, sporting and other cultural opportunities, understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Teaching includes

- ✓ Opportunities to explore the wide range of cultural influences that have shaped their own heritage
- ✓ Opportunities to respond to artistic, musical, sporting, mathematical, technological, scientific or cultural experiences and ideas

- ✓ Opportunities to explore, develop understanding of and respect for cultural diversity, different religious, ethnic and socioeconomic groups in the local, national and global communities.

English	Explore cultural diversity through texts, language and other media. Use of drama to explore social and cultural issues and diversity.
Maths	Exploration of different cultures and their contributions to the numerical system. Explore mathematics applied in different cultures – Early Islamic Civilisation and the Romans.
Science	Explore scientific issues through visits, studying different scientists, experience scientific enquiry and engage creatively with scientific ideas and concepts.
Music	Consider how different cultural values are expressed through music. Exposure to music from a variety of cultures. Recognise how music influences and reflects the way people think and feel. e.g. through singing assembly, performances and singing playgrounds.
Art and DT	Consider how different cultural values are reflected in art and design. Learn about different artists and designers from a range of cultures.
History	Recognise the contributions different cultures made to creating modern Britain e.g. The Romans. Recognise the similarities and differences between cultures over time.
Geography	Find out about diverse cultures in relation to both human and physical geography. Reflect upon the culture and beliefs of the geographical area being studied. Children will see a range of images reflecting culture and diversity both in the UK and beyond.
RE	Use visits to places of worship to explore diverse cultures and faiths. The use of art, music and language to explore beliefs, feelings and experiences within different cultural backgrounds.
PSHE	Explore issues of diversity, tolerance and shared human values through PSHE lessons.

PE	Experience dance and games from other cultures. Children have opportunities to experience a range of sports as participants and observers.
Computing	Use technologies to explore cultural activities and diversity.
MFL	Explore, learn and discuss the similarities and differences between Spanish, English and the other languages the children speak.