



ST FRANCIS XAVIER

CATHOLIC PRIMARY SCHOOL

SMSVC Policy 2025-2026

Version	1
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Ratified by	LGB
Date ratified	11 th September 2025
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Policy review date	September 2026
Post holder responsible	Miss L.Marshall
Director / LGB Chairperson	Miss C.Cullen



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This SMSVC Policy has been approved and adopted by St Francis Xavier Catholic Primary School on 1st September 2025 and will be reviewed in September 2026.

Signed by LGB representative for St Francis Xavier:

Signed by Principal: *Miss L. Marshall*



SPIRITUAL, MORAL, SOCIAL, VOCATIONAL and CULTURAL DEVELOPMENT
POLICY

School Mission Statement

‘Jesus holds us in the palm of his hand.’



Catholic pupil profile with SMSVC:

Here at St Francis Xavier Catholic Primary School, our curriculum and spiritual development is underpinned by the Catholic Schools’ Pupil Profile which supports our pupils’ spiritual, moral, vocational, social and cultural development. These values and virtues underpin our multi-faith community here at St Francis Xavier Catholic Primary School, bringing us together, in unity, as one whole, united, school family.

Catholic Social Teaching with SMSVC:

Catholic social teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and stemming from the Encyclicals of Popes past and present. It guides our moral compass, on how to live out our faith in the world. Here at St Francis Xavier 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

SMSVC at St Francis Xavier Catholic Primary School:

The social, moral, social, vocational and cultural development of our pupils is embedded in our everyday curriculum and life, here at school. It helps our pupils to grow up being informed, active and responsible citizens, keeping Christ at the centre of all that we do. SMSVC, is taught through our everyday life, play, learning and fundamental British values and virtues- keeping these at the heart of everything that we do.

We commit to ensuring SMSVC is embedded in our whole school curriculum and we take part in global projects by fundraising, for charities such as Operation Christmas Child and CAFOD.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, as well as their calling to proclaim Jesus Christ, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of their cultures. Developing every human's mind, body and soul is fundamental to the purpose of Catholic education.

The National curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life

These two aims reinforce each other. SMSVC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, vocational, social and cultural development.

The Catholic 'Gospel Values' rooted in the Beatitudes, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith

backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children 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.

Children should understand the need for rules and the need to abide by rules for the good of everyone. The school rules reflect, reiterate, promote and reward acceptable behaviour and provide 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. This will be reflected in the teacher's planning and learning resources.

What is SMVSC:

What is Spiritual, Moral, Social, Vocational 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 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 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 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.



Teaching and Learning:

Spiritual education signifies what we believe about the meaning and purpose of life. It is everything about existence on this planet that is beyond the material.

Development in SMVSC will take place across all curriculum areas. SMVSC has particularly strong links to Religious Education, Catholic social teaching, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

Through classroom discussions we will give the children 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 the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment

- Work co-operatively and collaboratively

Practical activities to develop SMVSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments
- Studying the contributions to society that certain famous people have made i.e. each class will focus on as inspirational person every half term

Links with the wider community:

- Visitors are welcomed into our school
- Links with St Francis Xavier Catholic Primary School Church, Brierley Hill
- The school supports the work of a variety of charities

- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with the other Emmaus Catholic MAC schools to support the primary curriculum and effective transition, takes place

Monitoring and Evaluation:

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

- Monitoring of teaching and learning and work scrutiny
- Audit of policies
- Sharing of classroom work and practice

Inclusion:

We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

