



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

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ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

*'I have come in order that you might have life—
life in all its fullness.'*

(John 10:10)

MISSION STATEMENT

St. Bede, patron of our school, wrote:

"It was always my delight to learn and to teach".

We are a celebrating community, living the
Gospel Values, committed to educating children
in the light of the Catholic Faith.

We journey together so that we

"Might have life - life in all its fullness".

John 10:10

RATIONALE AND CONTEXT

St. Bede's Catholic Junior School provides a caring, Catholic education for our children. By living Gospel values in all curriculum areas, and in the general life of the school, the children will:

"Journey together so that all might have life; life in all its fullness". (John 10:10)

We believe that, as a Catholic community, it is our responsibility to give the children in our care the following gifts:

Happiness	Sensitivity	Truth	Self-value
Christ	Tolerance	Compassion	Joy
Sense of Self	Freedom to Grow	Security	Wisdom
Education	Spirit of God	Peace of Mind	Wonder
Thankfulness	Respect	Selflessness	Hope
	Helping Others	Stability	

The distinctive nature and religious character of our school is not something that can be restricted to Religious Education lessons, but must present itself in all aspects of our school life especially in the way we aim to assist the spiritual, moral, social and cultural development of our pupils.

In St. Bede's, we believe that education is a means of proclaiming and revealing the life and teachings of Jesus Christ to our children so that they may develop fully as human beings and discover purpose and meaning in their lives, now and in the future.

AIMS

The aim of this policy is to outline the provision for spiritual, moral, social and cultural development such that:

- we provide a **secure and stimulating environment** where the spiritual, moral, cultural, social, mental and physical development of each child is built;
- **all curriculum subjects** contribute to the development of children's spiritual, moral, social and cultural development;
- we nurture within children **a love of God and an awareness of God's love for each one of us** in light of the Catholic faith;
- we help children towards **true respect** for the beliefs and cultures of others;
- we **value all worldviews**, including those of people of other faiths and those of people with no religious affiliation (people of good will);
- we foster **quality caring relationships** within the school community;
- we reveal the **Gospel values** as those which underpin everything that we believe to be important;
- we help all members of our school community to grow in **virtue**;
- we encourage and give time for **imagination, inspiration, contemplation and enquiry**;
- we take every opportunity, where appropriate and applicable, to include music, art, dance and drama into the curriculum as means of **self-expression**.

DEFINITIONS

SMSC

Spirituality is concerned with raising and developing an awareness in each person of a sense of God and the way God acts in our world and in our lives.

Pupils' **moral** development is shown by their ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. The school strives to ensure pupils develop an understanding of the consequences of their actions. Throughout the curriculum, pupils are given the opportunity to develop an interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development in St. Bede's is concerned with leading children to understand that we are made not only for ourselves but to live with, in and through community. Only in community are we able to live out Gospel values. We believe that good relationships, which are based on mutual respect, tolerance and love, are the key to a harmonious environment where all can work together towards the common good. We further believe that what is learned in our school community will enable our children to understand the wider community and their Christian role in society.

Cultural development in St. Bede's is concerned with the cultures, traditions and worldviews represented in our school, its immediate environment, our country and the world. We believe that it is our duty to lead our children, through the development of respect and understanding, to learn to live with a wider variety of people from different national, cultural, racial and religious backgrounds.

British Values

Democracy is the belief that everyone has an equal say in how the country is run and how decisions are made through fair processes like voting. At St. Bede's, pupils have the opportunity to have their voices heard through electing representative members to our School Council and providing pupil voice through interviews, focus groups and questionnaires. The elections of school councillors are based solely on pupil votes.

The **Rule of Law** is the principle that all people and institutions are subject to fair laws that protect individual safety, rights, and security. The importance of laws, whether they be those that govern the class, the school, or the country, are regularly reinforced and consolidated throughout the daily life of the school. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty involves the protection of people's freedom to make their own choices, hold their own opinions, and express themselves safely. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We empower pupils to make decisions safely, allowing them to extend and deepen their ability to reflect upon and respond constructively to their own and other people's choices or actions. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise on how to exercise these safely, for example through e-Safety and PSHE lessons, and whole-school assemblies.

Mutual Respect and Tolerance is understanding, accepting, and respecting people from different backgrounds, cultures, faiths, or those with no faith at all. At St. Bede's, our core expectation ("We are children of God who respect, love and achieve.") places respect as central to school life. Pupils regularly encounter other faiths and, through the Religious Education curriculum, learn about dialogue with others in the Christian and world community.

Catholic Social Teaching Principles

We use the following definitions and 'we believe' statements to embed Catholic Social Teaching throughout our school:

Human Dignity is celebrating diversity and the strength it gives us as we come together to seek justice for all. We recognise that everyone is special, unique and beautiful, and that God is present in every person. We are called to treat every person and creature with loving respect, just as all of us are infinitely loved by our Creator.

Dignity of Work is valuing those who work or want to work and viewing work as a way that all people can participate in creation and community. We believe that everyone has the right to earn a living, receive a fair wage and be safe and cared for in their workplace. Work is an essential part of our human dignity and we are called to ensure that the human person is always put before profit.

The Common Good is following Jesus' example of ensuring that quieter voices are heard so that every one of us, and our Mother Earth, may flourish. We think of the needs of all rather than our own selfish needs and desires. We ask, "What is right and good for everyone?" rather than, "What is best for me?" We are called to share the fruits of the Earth and the gifts of Creation with everyone.

Participation is working together to confront the problems of our world and seek solutions, and speaking out boldly for others when it is right to do so. We believe in taking part. Everyone has the right, duty and responsibility to take an active role in society. We are called to participate in supporting our communities, improving our neighbourhoods and walking with others.

Subsidiarity is believing that local communities have the power to influence changes around the globe. We believe that everyone should have a say and that people are active agents who can think for themselves. We are called to encourage communities to speak up and make their own decisions, and ensure governments support the people they represent.

Stewardship is hearing the cry of the Earth and the cry of the poor and responding to it. We believe that everyone should care for our common home because all life on Earth is interconnected and all of creation praises God. We remember the words of Pope Francis - *Laudato Si'* - which invite us to consider how our actions affect the Earth and its people, especially those in the poorest communities.

Solidarity is uniting as individuals, families, communities and nations to make a stand for what we believe in. We believe in showing we care. We are called to stand side by side with those living in poverty or who are victims of conflict and violence.

Preferential Option for the Poor is caring the most for those who have the least. We recognise that those most in need should be put first, just as God's universal love begins with the humble, poor and vulnerable.

Distributive Justice is recognising the difference between equality and equity, and seeking the justice that will remove barriers and create freedom and access for everyone. We believe in sharing fairly. We are called to ensure that everyone's basic needs are met and that no few store up wealth while the many go without.

Promoting Peace is finding ways to build peace in places where conflict, war and violence are happening. We are all peacemakers in a troubled world crying out for peace. We are called to stand against conflict, mend broken relationships and choose non-violent solutions. We believe in building understanding, choosing mercy, working for justice, showing forgiveness and seeking reconciliation with God and one another.

Theological and Cardinal Virtues

Faith is the virtue by which people believe in God and accept all that He has revealed and taught through His Church.

Hope is the virtue that drives a person to desire and trust in eternal life and God's promises, providing perseverance through hard times.

Charity (love) is the virtue in which a person loves God above all things for his or her own sake and loves their neighbour as themselves.

Prudence (practical wisdom) is the ability to discern the true good in every situation and choose the right way to achieve it. Simply put, it is making careful and good choices, and giving thought to the results of actions before doing them.

Justice is the constant and firm will to give what is due to God and to one's neighbour. Simply put, it is being fair to everyone.

Temperance is the self-control that moderates the attraction of pleasures, balances the use of material goods, and keeps desires within honourable limits. Simply put, it is managing wants and practising moderation.

Fortitude (courage) is the strength to stand firm in difficulties, conquer fear, and persist in doing what is good. Simply put, it is being brave when things are hard.

SCHOOL ETHOS

St. Bede's is a celebrating community in which the importance and education of the individual is at the heart of the school. Our 'specialness', our 'uniqueness', we believe, can be felt in the atmosphere which permeates everything that takes place.

Staff take the time to get to know and understand all of the children. In this way they are able to treat children in an emphatic manner. This encourages a caring attitude, a sense of justice, and reasonable behaviour. When problems do arise, they are discussed and dealt with appropriately in accordance with the guidelines agreed in the *Behaviour for Learning Policy* and with the human dignity of the child at the

forefront of decision-making. The children learn what is right and wrong and together we learn and we move forward.

We consider all staff, both teaching and non-teaching, to be important members of our community and as such are treated with courtesy and respect. We expect a high standard of behaviour from our children towards all who come into contact with them each day. We believe that we have the responsibility to prepare our children for their future lives when, because of their education, they will be able to treat all people they meet with respect and consideration.

OVERVIEW OF PROVISION

Religious Education

Religious Education is taught in accordance with the Religious Education Directory, 2023. The topics (or 'branches'), covered on a yearly cycle, ensure that the children are educated, spiritually, socially, culturally and morally. Knowledge lenses encourage them to **understand, discern from** and **respond to** what is heard in Scripture, believed and celebrated in Church teaching and lived through Catholic life.

The RE Subject Leader supports the staff in the delivery of Religious Education, monitors its implementation and leads the development of the subject. The *Religious Education Policy* outlines the aims of and provision for Religious Education at St. Bede's.

Worship

St. Bede's is a celebrating community and daily acts of worship help to develop the children spiritually, morally, socially and culturally:

- children draw on **shared values**;
- they **accept and learn from differences**;
- they **search for meaning and purpose**;
- they develop **personal beliefs**;
- they recognise the **importance of relationships**;
- they appreciate the **uniqueness** of the individual;
- they develop a sense of **awe, wonder** and **mystery**;
- they **develop creatively** realising that Christ and His message is at the heart.

Our worship (referred to in school as either prayer, Celebration of the Word or liturgy) is open and inclusive. It values and involves all the individuals who take part in it. The Prayer and Liturgy Policy and Annual Plan of Provision outline the acts of collective worship which take place each day in our school.

The Wider Curriculum

Pupils' spiritual, moral, social and cultural development is further nurtured through the wider curriculum and an extensive diet of enrichment.

Texts used in reading and writing lessons nurture children's sense of wonder and awe, allow them to explore ethical dilemmas and the consequences of decision-making, explore social issues, consider alternative viewpoints and encounter stories from different cultures, traditions and historical contexts.

Lessons delivered as part of the RSHE and PSHE curriculum teach pupils about how to thrive in the world of today.

A comprehensive schedule of whole school and class assemblies ensures that our pupils encounter and celebrate the feast days of Saints within the school's *Sanctoral Calendar*, international days and solemnities, as well as learning about and responding to current issues in the community and the world.

The *Dialogue and Encounter Calendar* promotes cultural development as our children journey with their local and global neighbours of other faiths, traditions and worldviews throughout the year.

Retreat opportunities for all year groups throughout the year support personal and spiritual development. Visits to St. Bede's Church, other Churches within the parish or diocese and the Metropolitan Cathedral of Christ the King allow pupils to experience the holiness of our sacred spaces.

MONITORING, ASSESSMENT AND EVALUATION

Monitoring is undertaken by considering:

- programmes of work
- teachers' planning
- records of work, displays, photographic evidence
- discussion with staff
- discussion with pupils and response to stories, recordings, artefacts, etc.
- discussion with parents/carers.
- observations of children at work and play, increased participation in cultural activities.

Assessment of Religious Education helps to provide insight into children's spiritual, moral, social and cultural development, and shows the growing maturity of beliefs and values over four years.

By far the most valuable assessment in terms of SMSC, however, is performed daily by the class teachers in their normal observations and discussions. Based on their observations of and daily experiences with pupils, teachers conduct Thrive assessments as a means through which they identify children who may need further social, emotional or wellbeing support.

In the case of a child for whom the teachers have concern, all members of staff are involved in the development of positive approaches towards the child to encourage a deepening awareness of what is right.

Appendix VI lists the characteristics that children who are developing spirituality, morally, socially and culturally are likely to be displaying.

ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body has overall responsibility for ensuring that SMSC development is embedded throughout the school's vision, policies and curriculum. Governors will:

- ensure that the school's Catholic mission, ethos and Gospel values underpin all aspects of school life.
- establish and maintain a clear vision for SMSC development in accordance with the school's mission statement and Catholic identity.
- ensure that SMSC provision reflects the teachings of Jesus Christ, Catholic Social Teaching and the dignity and uniqueness of every individual.
- monitor and evaluate the effectiveness of SMSC provision through reports from the headteacher, school visits and relevant school improvement activities.
- ensure that the curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally.

- ensure that the school promotes respect, inclusion, equality, justice, compassion and responsibility towards others.
- support the school in fostering positive relationships with parents, parish communities and the wider community.
- ensure that appropriate policies and procedures are in place to safeguard pupils' wellbeing, promote positive behaviour and support their personal development.
- review the school's SMSC policy periodically to ensure it remains effective, relevant and consistent with the school's Catholic mission.

Headteacher

The headteacher is responsible for the strategic leadership, implementation and evaluation of SMSC provision across the school. The headteacher will:

- lead the development of an inclusive Catholic ethos in which Gospel values are evident in relationships, decision-making and daily practice.
- ensure that SMSC development is integrated into the curriculum, collective worship, Religious Education (RE), pastoral care and wider school life.
- communicate the school's expectations for SMSC provision to all staff, pupils, governors, parents and relevant partners.
- support staff in planning and delivering learning experiences that promote spiritual reflection, moral understanding, social responsibility and cultural awareness.
- ensure that pupils have opportunities to pray, reflect, explore questions of meaning and purpose, and develop their relationship with God.
- promote a culture of respect, kindness, forgiveness, reconciliation, fairness and service to others.
- monitor the quality and impact of SMSC provision through curriculum reviews, observations, pupil voice and discussions with staff.
- ensure that the school celebrates the diversity of cultures, beliefs and traditions represented within the school and wider community, in keeping with its Catholic identity.
- work collaboratively with the parish priest, parish community, families and external organisations to enrich pupils' spiritual and personal development.
- ensure that staff receive appropriate guidance, training and support to fulfil their responsibilities for SMSC.
- ensure that SMSC provision supports pupils' wellbeing, inclusion, personal responsibility and preparation for life in modern Britain.

Religious Education Subject Leader

The RE Subject Leader will support the whole-school development and monitoring of SMSC provision. They will:

- advise the headteacher and colleagues on effective approaches to SMSC development within the Catholic curriculum.
- ensure that links between SMSC, Religious Education, Catholic Social Teaching, collective worship and other curriculum subjects are identified and developed.
- support staff in planning learning opportunities that promote reflection, ethical reasoning, respect and social responsibility.
- identify opportunities to celebrate Catholic traditions, feast days, saints, significant religious events and the contributions of different cultures and faith communities.

- monitor the quality and consistency of SMSC opportunities across year groups and curriculum areas.
- gather evidence of provision and impact through curriculum reviews, pupil discussions, planning and examples of pupils' work.
- recommend improvements to provision and contribute to school development planning.
- share good practice and provide staff with resources and guidance to strengthen SMSC across the school.

Staff

All staff share responsibility for promoting pupils' SMSC development and modelling the values and behaviours expected within a Catholic school community. All staff will:

- model Gospel values through their words, actions and relationships, demonstrating love, compassion, respect, honesty, forgiveness and service to others.
- create a safe, caring and inclusive learning environment in which every child feels valued, respected and able to contribute.
- integrate opportunities for spiritual, moral, social and cultural development into teaching, learning and everyday school experiences.
- encourage pupils to reflect on their experiences, feelings, beliefs and values, and to consider questions about meaning, purpose and their place in the world.
- support pupils in understanding right and wrong, making responsible choices and recognising the consequences of their actions.
- promote positive relationships, teamwork, cooperation, empathy, mutual respect and peaceful resolution of disagreements.
- encourage pupils to appreciate their own cultural identity and develop an understanding of the beliefs, customs, traditions and experiences of others.
- promote respect for different faiths and beliefs while remaining faithful to the school's Catholic identity and mission.
- provide opportunities for pupils to develop independence, confidence, leadership, responsibility and a sense of belonging.
- encourage participation in charitable activities, community projects and acts of service inspired by Catholic Social Teaching.
- support pupils' participation in prayer, collective worship, liturgical celebrations and opportunities for reflection, in accordance with the school's Catholic provision.
- challenge prejudice, discrimination, bullying and intolerant behaviour consistently and appropriately.
- uphold the school's behaviour, equality, inclusion and safeguarding policies, ensuring that pupils' dignity, safety and wellbeing remain central to practice.
- identify and support pupils who may need additional help with their social, emotional, spiritual or personal development.
- work in partnership with parents, carers, colleagues, the parish and the wider community to support pupils' holistic development.

COMPLIANCE

This policy complies with:

- Education Act 1996 (Section 70 & Schedule 20)
- Equality Act 2010
- SEND Code of Practice 2015

- Education and Inspections Act 2006
- Religious Education Directory, 2023
- Prayer and Liturgy Directory, 2023
- Catholic Life and Mission Directory (forthcoming)
- Diocesan policies and guidance (including the Catholic Schools Inspection framework)

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- School Mission Statement
- Religious Education Policy
- Prayer and Liturgy Policy
- RSHE Policy
- Behaviour for Learning Policy

REVIEW

The Spiritual, Moral, Social and Cultural Development Policy will be reviewed by staff and Governors in the light of training, guidance or changes in legislation or at the request of a member of the school community. Any amendments will be agreed by the staff and Governing Body.

APPENDICES

Appendix I: Opportunities for Spiritual Development

Appendix II: Opportunities for Moral Development

Appendix III: Opportunities for Personal and Social Development

Appendix IV: Opportunities for Cultural Development

Appendix V: SMSC in the English curriculum

Appendix VI: Characteristics of pupils who are developing spiritually, morally, socially and culturally

APPENDIX I

OPPORTUNITIES FOR SPIRITUAL DEVELOPMENT

- Delivering Religious Education lessons in accordance with the RED, 2023.
- Developing a sense of God's presence in their lives.
- Reflecting on and responding to God in their lives.
- Becoming familiar with the life, words and actions of Jesus.
- Becoming acquainted with the life, words and actions of the saints and other Christians.
- Maintaining an ethos within which all children can grow and flourish.
- Recognising and valuing the worth of each individual.
- Developing a sense of community.
- Establishing and maintaining relationships with others.
- Expressing innermost thoughts and feelings, for example, through art, music, dance and drama.
- Exercising the imagination and creativity.
- Learning to listen and experiencing positive and relaxed silence.
- Accommodating difference and respecting the integrity of individuals.
- Promoting sensitivity.
- Developing a sense of awe, wonder, and reverence.
- Focusing with intense observation on an object, text or situation.
- Questioning at deeper levels.
- Allowing children to grapple with something beyond their experience and grasp.
- Putting children in situations where there are no easy answers.
- Building confidence in the children's ability to persevere with difficult questions/tasks/problems.
- Understanding and evaluating a range of possible responses and interpretations.
- Developing personal views and insights.
- Applying the insights gained with increasing degrees of perception to their own lives.
- Responding to challenging experiences, for example, death or separation.
- Encouraging openness.
- Considering alternative spiritualities or ways of seeing the world, other faiths.
- Challenging materialism or individualism.
- Working with the clergy, religious and anyone who can enhance spiritual development.
- Promoting participation in groups and organisations run by the Parish and local community.
- Participating in retreat activities.
- Participating in the Liturgy of the Church through Mass and other liturgical celebrations.
- Engaging in the Sacrament of Reconciliation.
- Participating in the Faith in Action Award.

APPENDIX II

OPPORTUNITIES FOR MORAL DEVELOPMENT

- Understanding complex human relationships: conflict, tension, love, hate, justice, fairness, bullying, support.
- Developing a common code (Behaviour for Learning) and encouragement to follow it from conviction rather than because of sanctions or consequences.
- Modelling through quality relationships and interactions the principles to be promoted for example, integrity, respect, resolution of conflict, forgiveness.
- Exercising self-discipline.
- Encouraging responsibility for actions, for example, respect for property and care for the environment.
- Developing high expectations and positive attitudes.
- Learning about Catholic Virtue and Catholic Social Teaching.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of collective worship.
- Reinforcing the school's values through images, posters, displays etc.
- Discussing dilemmas.
- Talking about justice and fairness.
- Helping in practical ways, for example, the local Food Bank, Nugent Care, Fair Trade, Traidcraft.
- Considering equality of opportunity.
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation and age.
- Looking at decisions, choices, intentions and attitudes.
- Learning to serve others.
- Expecting commitment to others, for example, extra-curricular activity.
- Refusing to let shallow opinion go unchallenged.
- Offering stories or personal histories which challenge accepted values or the status quo.
- Discussing the moral teaching of the Catholic Church in language and levels appropriate to the children's understanding.
- Continuing to 'Live Simply'.

APPENDIX III

OPPORTUNITIES FOR PERSONAL AND SOCIAL DEVELOPMENT

- Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, sexual orientation, socio-economic backgrounds and religion can flourish.
- Delivering a comprehensive RSHE Programme.
- Delivering PSHE Education which incorporates personal hygiene, healthy life styles and safe decision-making.
- Focusing on aspects of health in Physical Education including the need for exercise, need to change clothing for PE lessons, etc.
- Inviting other agencies into school for example, Fire Service, Police Service, Magistrates, School nurse, etc.
- Engaging with the fundamental British Values and Christian Values throughout the curriculum and in the wider community.
- Encouraging water safety, for example, Year 5 swimming lessons.
- Visiting other schools in different contexts (sharing work, hosting a play, extra-curricular sporting activity).
- Working with/for other members of the community, for example, older members of Parish community, carol singing in various locations.
- Visiting and working in other places for example Cronton College, Wade Deacon High School and Saints Peter and Paul Catholic High School.
- Learning to appreciate rules for the common good, learning to share, valuing skills in self and others.
- Supporting children to take responsibility in class, school and across a range of situations, such as clubs, visits, volunteering, etc.
- Endorsing that every individual has something to offer and advocating responsible use of initiative.
- Working alone, and as a member of a group/team/class/school.
- Learning to persuade, negotiate and appreciate another viewpoint.
- Learning to communicate in different contexts.
- Participating in the residential visits.

APPENDIX IV

OPPORTUNITIES FOR CULTURAL DEVELOPMENT

- Understanding our own culture and cultural influences.
- Learning about British Values through the planned curriculum.
- Sharing, understanding and respecting other cultures, traditions and experiences.
- Encountering other faiths, cultures and worldviews through the Dialogue and Encounter Calendar.
- Exploring and celebrating international days every month to raise children's awareness and enable them to grow into globally aware citizens.
- Developing an understanding on Britain's democratic parliamentary system.
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation and fostering racial and other forms of equality.
- Comparing our locality with that of others in our country and other countries.
- Developing links with other schools in the locality and further afield.
- Responding to music, art, dance and drama from a variety of cultures.
- Displaying works of art and reinforcing the school's cultural values through displays, posters, etc.
- Visiting museums, art galleries, theatres, concerts, places of worship and a variety of places of interest with the school.
- Exploring the impact of technology on communication, the home, etc.
- Developing multi-cultural awareness.
- Inviting visitors into school from a wide range of cultures.
- Ensuring that there is a variety of multicultural texts in our class libraries.
- Learning to speak Spanish from Year 3.
- Nurturing the international dimension of the curriculum and maintaining practice to retain the International Schools Award.

APPENDIX V

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning

SMSC IN THE ENGLISH CURRICULUM

Spiritual <i>'Exploring themes of wonder, meaning and personal beliefs through literature.'</i>	Moral <i>'Identifying right and wrong in stories, analysing the consequences of characters' actions and discussing ethical dilemmas presented within the text and considering different moral choices.'</i>	Social <i>'Exploring social issues or conflicts within narratives, considering different viewpoints. Understanding the dynamics of relationships and the importance of communication. Understanding how characters interact with one another and the wider community.'</i>	Cultural <i>'Reading texts from diverse cultures and backgrounds to appreciate different perspectives and traditions; exploring historical contexts and how they influence stories and characters as well as examining cultural values and practices through literature.'</i>
<p><u>Reading Texts</u> The Sea Book (Charlotte Milner) - Year 3 <i>This informative text unlocks a deep sense of wonder and awe regarding the vastness, mystery, and complex beauty of the world's marine ecosystems. It encourages children to reflect on their personal connection to nature and the marvel of the living world.</i></p> <p>Ariki and the Island of Wonders (Nicola Davies) - Year 4 <i>This adventure narrative focuses on a protagonist who possesses a deep, almost spiritual harmony with land, sea, and animal life. It allows readers to explore themes of inner strength, wonder, and the unseen bonds between humans and nature.</i></p> <p>Faery Tales (Carol Ann Duffy) - Year 5 <i>This fiction text taps directly into the deep emotional resonance and magic of traditional lore. It invites children to look past the surface of narratives to explore deeper human questions about belief, hope, fear, and the unseen.</i></p> <p>Tyger (S.F. Said) - Year 6 <i>Blending complex fantasy and adventure, this text evokes profound spiritual questioning. It encourages pupils to reflect on their own core beliefs, the search for meaning in a dark world, and the awe of recognising hidden, inner strength.</i></p>	<p><u>Reading Texts</u> The Iron Man (Ted Hughes) - Year 3 <i>This science fiction text explores the moral dilemma of how society reacts to the unfamiliar. Pupils evaluate right versus wrong by examining the consequences of the community's hostile actions toward the character, ultimately highlighting peace and conflict resolution.</i></p> <p>DK findout! Volcanoes (Maria Gill) - Year 4 <i>This informative text prompts critical discussion around human ethical responsibility during natural crises. Pupils analyse how communities respond to environmental dangers and the moral importance of global solidarity when disaster strikes.</i></p> <p>The Last Wild (Piers Torday) - Year 5 <i>Set in a stark dystopian future, this text presents an intense ethical dilemma regarding environmental destruction and animal protection. It challenges pupils to analyse the consequences of human greed versus our moral duty to protect the vulnerable.</i></p> <p>When We Were Warriors (Emma Carroll) - Year 6 <i>This historical fiction text explicitly plunges readers into the moral grey areas of wartime survival. It prompts mature ethical debates on right versus wrong, loyalty versus betrayal, and the heavy consequences of a child's choices in times of conflict.</i></p>	<p><u>Reading Texts</u> Blue (Britta Teckentrup) - Year 3 <i>Using allegorical fiction, this text explores the social realities of grief, low mood, and emotional isolation. It teaches children to understand the dynamics of relationships, the power of empathy, and the vital importance of open communication within a community.</i></p> <p>Rise Up (Amanda Li) - Year 4 <i>Through inspirational biographical recounts, this text highlights social issues, perseverance, and community dynamics. It demonstrates how individual voices can unite to address hardships, prompting pupils to consider their roles in the wider community.</i></p> <p>Fantastically Great Women who Saved the Planet (Kate Pankhurst) - Year 4 <i>Focuses on social activism, leadership, and the power of individuals working together to tackle environmental issues across the community.</i></p> <p>You Are Awesome (Matthew Syed) - Year 5 <i>This non-fiction personal development text looks closely at self-esteem versus peer comparison. It teaches pupils how shifting their mindset can radically improve their social interactions, resilience, and communication within their school and wider peer groups.</i></p> <p>Goldfish Boy (Lisa Thompson) - Year 6 <i>This mystery text deals directly with the social realities of mental health, isolation, and</i></p>	<p><u>Reading Texts</u> The Thames and Tide Club: The Secret City (Katya Balen) - Year 3 <i>This fiction narrative explores the hidden mythology and history buried right beneath London. It shows how local geography influences storytelling and teaches pupils to appreciate how community traditions evolve over time.</i></p> <p>Usborne Illustrated Atlas of Britain and Ireland (Struan Reid) - Year 3 <i>Develops a baseline appreciation for the regional traditions, landmarks, and diverse identities across the UK.</i></p> <p>Exploring Shakespeare's London (The Literacy Company) - Year 3 <i>Introduces historical contexts beyond 1066, exploring the layout, traditions, and societal settings of early British literary history.</i></p> <p>Greek Myths (Jean Menzies) - Year 4 <i>This text delves straight into the foundations of classical culture and storytelling. Pupils explore ancient historical contexts, examining how early civilizations used myth to pass down their core societal values, beliefs, and traditions.</i></p> <p>A Stage Full of Shakespeare Stories (Angela McAllister) - Year 4 <i>Introduces iconic British dramatic heritage and historical cultural values, showcasing how historical contexts shaped classic narratives.</i></p>

		<p>friendship. It tracks how the dynamics of vulnerability and honest communication can slowly rebuild fractured family and community relationships</p>	<p>Goodnight Stories for Rebel Girls (Elena Favilli) - Year 5 <i>This biographical text introduces pupils to a rich tapestry of global cultures, backgrounds, and traditions. By exploring the historical contexts of extraordinary women, readers learn to value and respect different cultural perspectives.</i></p> <p>Viking Boy (Tony Bradman) - Year 5 <i>This text explores the harsh reality of Norse tribal culture, blood feuds, and the clashing belief and value systems of Anglo-Saxon Britain.</i></p> <p>Bold and Brave Women from Shakespeare (Shakespeare Birthplace Trust) - Year 5 <i>This text analyses historical gender roles and expressions beyond 1066, tracking how classical female characters challenged or reflected the societal norms of their era.</i></p> <p>Survivors: Extraordinary Tales from the Wild and Beyond (David Long) - Year 6 <i>This text charts journeys across diverse global terrains, exploring how different cultures, extreme environments, and geographical locations shape human endurance and global perspectives.</i></p> <p>Great Adventurers (Alistair Humphreys) - Year 6 <i>This text examines geographical contexts and biographical accounts from across the globe, allowing pupils to respect diverse cultures and global traditions.</i></p> <p>Sky Chasers (Emma Carroll) - Year 6 <i>Centred on historical adventure, this text examines the cultural landscape of 18th-century innovation. It challenges pupils to explore how scientific breakthroughs and class structures influence a society's cultural values.</i></p>
<p><u>Writing anchor texts</u> Journey (Aaron Becker) – Year 3 <i>This wordless picture book is about a lonely, bored girl who uses a red crayon to draw a magic door on her bedroom wall and escape into a fantastical world. It is a book about imagination as escape, about self-determination and shaping one's own path, and about the</i></p>	<p><u>Writing anchor texts</u> Winter's Child (Angela McAllister) – Year 3 <i>This story centres on the relationship between a boy who loves winter and a friend who is secretly the spirit of winter. When Winter's child hides from his father, Spring fails to arrive. To let the natural cycle of the seasons resume and allow spring to return, the two boys must say goodbye</i></p>	<p><u>Writing anchor texts</u> Seal Surfer (Michael Foreman) – Year 3 <i>This story centres on the lifelong bond between a boy and his grandfather, as well as the relationship between this boy (who has a disability) and the sea in which he surfs with the seals. This text explores the dynamics of</i></p>	<p><u>Writing anchor texts</u> Stone Age Boy (Satoshi Kitamura) – Year 3 <i>In this story, a young boy magically falls 20,000 years back in time, befriends a local girl and experiences daily life in a prehistoric tribe. When he wakes back up in his own time, the experience leaves such a deep impression that he grows up to become an archaeologist. This story teaches</i></p>

<p>connection and genuine friendship that builds from a shared sense of wonder.</p> <p>Gorilla (Anthony Browne) – Year 4 <i>This story explores the wonder and awe that comes through humankind’s relationship with animals. It explores loneliness, emotional neglect and the healing power of imagination and love.</i></p> <p>Leon and the Place Between (Angela McAllister) – Year 4 <i>In this story, a boy hopes to prove that magic is real and volunteers to be part of a vanishing trick at the circus. Inside the box, Leon is transported to a strange, enchanting world. On his return, he proves that magic truly exists for those who believe.</i></p> <p>Wisp: A Story of Hope (Zana Fraillon) – Year 4 <i>This story is set in a desolate refugee camp. One evening, glowing magical creatures called Wisps arrive, bringing memories of life outside the camp and rekindling hope for the refugees.</i></p> <p>The Lost Happy Endings (Carol Ann Duffy) – Year 5 <i>The book explores the magic, imagination, and emotional resonance of fairy tales. As the story shows readers what happens when happy endings are stolen, they reflect on the value of a "happy ending", and what hope, comfort, and security mean to a child.</i></p> <p>The Brilliant Deep (Kate Messner) – Year 5 <i>This book focuses on rebuilding the world’s coral reefs and, in particular, the work of Ken Nedimyer. It shows the wondrous beauty of the world’s marine ecosystems and emphasises that a single person and a single idea can spark massive environmental healing.</i></p> <p>The Selfish Giant (Oscar Wilde) – Year 6 <i>This famous traditional tale is about a giant who learns the value of love and sharing after banning children from his beautiful garden. It illustrates that hoarding joy and isolating oneself brings coldness and loneliness, whereas generosity brings warmth and life. The tale heavily mirrors Christian parables, featuring the</i></p>	<p>until next year. This text explores the idea that good choices are often those that put the good of all before what is best for oneself.</p> <p>Big Blue Whale (Nicola Davies) – Year 3 <i>This non-fiction picture book explores the life, size, and biology of the blue whale as well as touching on the history of whaling and introducing the theme of ocean conservation.</i></p> <p>Blue John (Berlie Doherty) – Year 4 <i>This is a magical story set in one of the Castleton Caverns in the Peak District. The Queen of Darkness makes a beautiful child from ice and fire, and says he must never leave her cave under Mam Tor. But when he sees children, he longs to be with them and must make a choice between the dark and the light.</i></p> <p>Star of Fear, Star of Hope (Jo Hoestlandt) – Year 6 <i>This story, told from the perspective of an elderly woman recalling her childhood, explores the friendship between a gentle child and a Jewish child in the context of the Second World War. It explores the regret that comes with abandoning friendship and the enduring hope in survival. This text explores the impact of decision-making which stems from fear or self-interest.</i></p> <p>The Day War Came (Nicola Davies) – Year 6 <i>This story follows a young girl who becomes a refugee after her town and school are destroyed by war. Though she is initially turned away from a new school because there is no chair for her, she is later made welcome by other children who bring their own chairs to make space and push back against the war. The text shows how empathy and human kindness can restore hope, and how solidarity can heal emotional wounds. The story also touches on education as a human right - a physical chair in a classroom represents more than just a seat; it symbolises belonging, safety, human dignity, and the promise of a future.</i></p> <p>Sky Chasers (Emma Carroll) – Year 6 <i>This story allows readers to explore moral ‘grey areas’ such as survival versus crime, loyalty</i></p>	<p>relationships and how humans interact with one another and the world.</p> <p>Escape from Pompeii (Christina Balit) – Year 4 <i>This story follows two young friends who escape the eruption of Mount Vesuvius in AD 79. Years later, they return as an elderly couple to visit the ruins of their hometown, leaving a flower and remembering the city they lost. This story shows the value of remembrance.</i></p> <p>Alba: The Hundred-Year-Old Fish (Lara Hawthorne) – Year 4 <i>The book gently teaches about marine pollution, how human actions impact sea life, and how small communities can work together to protect and heal the environment.</i></p> <p>Malala’s Magic Pencil (Malala Yousafzai) – Year 5 <i>This text is an autobiographical picture book telling the story and experience of Malala Yousafzai as she made the brave decision to use her voice to speak up for education and human rights even when dangerous men try to silence her.</i></p> <p>Can we save the tiger? (Martin Jenkins) – Year 6 <i>This text explores the reality of animal extinction and the impact of human behaviour on wildlife. It encourages readers to think about conservation, care for the environment, and understand our responsibility to protect the planet’s remaining wildlife.</i></p> <p>Plastic Planet (Georgia Amson-Bradshaw) – Year 6 <i>This text connects plastic pollution to climate change, highlights the social inequalities tied to waste distribution, and outlines potential solutions—including shifting mindsets, bottle return schemes, recycling, and compostable innovations.</i></p>	<p>that experiencing ways of living that are different to our own can deeply enrich our lives.</p> <p>Zeraffa Giraffa (Dianne Hofmeyr) – Year 3 <i>This story focuses on a young giraffe given as a gift to the King of France. It echoes the broader experiences of migration and displacement by tracking Zeraffa’s journey from Africa to Europe. The story explores the deep ache of homesickness and the yearning for a distant homeland of hot African landscapes and warm southern winds. It also explores how human society reacts to the unfamiliar and touches on the theme of exploitation.</i></p> <p>Young, Gifted and Black (Jamia Wilson) – Year 5 <i>In this text, readers meet fifty-two Black heroes from past and present. They consider their different perspectives, traditions, contexts and cultures as they learn the stories of some of these significant people.</i></p> <p>Arthur and the Golden Rope (Joe Todd-Stanton) – Year 5 <i>This story, rooted in Norse mythology, centres on a boy who must embark on a quest to save his freezing village. It is a modern take on a traditional Norse myth or fable.</i></p> <p>Radiant Child (Javaka Steptoe) – Year 5 <i>This book tells the story of young artist Jean-Michel Basquiat. It shows how one’s culture and environment influence art, how adversity can be overcome and that ‘true beauty’ does not have to be neat, clean or confined to ‘inside the lines’.</i></p>
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<p><i>garden as Eden, the winter as human sin/isolation, and the little boy as a Christ figure offering redemption and eternal life.</i></p> <p>Sky Chasers (Emma Carroll) – Year 6 <i>This story centres around human flight and the awe that comes with new inventions, discoveries and experiences. The main character, Magpie, transitions from a survival-driven street pickpocket to someone who experiences inner strength, wonder, and purpose far beyond her immediate struggle for food and shelter.</i></p>	<p><i>versus betrayal, and doing what is right versus what is expected.</i></p>		
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APPENDIX VI

CHARACTERISTICS OF PUPILS WHO ARE DEVELOPING SPIRITUALLY, MORALLY, SOCIALLY AND CULTURALLY

Children who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, in light of the Catholic faith or their faith tradition, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions, and their likely impact.

Children who are becoming morally aware are likely to be developing all or some of the following characteristics:

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with the Catholic faith and with their own principles
- an ability to think through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a considerate style of life
- a respect for others' needs, interests and feelings, as well as their own
- a desire to explore their own and others' views
- an understanding of the need to review and reassess their values, codes and principles in the light of experience.

Children who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities

- work, successfully, as a member of a group or team
- challenge, when necessary and in appropriate ways, the values of a group or wider community
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- participate in activities relevant to the community
- engage with the fundamental British values: democracy, the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.
- understand the notion of interdependence in an increasingly complex society.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamic, evolutionary nature of cultures
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- an ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural enterprises
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures.