



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# **Spiritual, Moral, Social and Cultural development with British Values Policy**

## **2017-2018**

<b>Person responsible for Policy:</b>	CL RE /Senior Leadership Team
<b>Committee responsible for Policy:</b>	Curriculum & Outcomes
<b>Date To Governors:</b>	14 November 2017
<b>Date Agreed:</b>	September 2017
<b>Review Due:</b>	September 2018 and annually thereafter
<b>Is this Policy to appear on school website:</b>	Yes

# Our mission

St Cuthbert's is a Catholic High School, in which students, staff, governors and friends will work together as a Christian family to live the message of the Good News of Jesus Christ to love God and our neighbour (Mark 12:29-31) by:

- ❖ learning to know and accept the love of God by the way we treat each other and work together (Matthew 7:12)
- ❖ respecting and embracing all cultures and recognising that as individuals we are unique (Genesis 1:26)
- ❖ developing the gifts, talents and aspirations of all students and staff (Matthew 25:14-30)
- ❖ providing the best education for all students and helping them to live life in all its fullness (John 10:10)
- ❖ accepting the support of those in our community who work for the good of the school (Luke 10:25-37)
- ❖ reaching out to those who need our help in our world (Mark 1:39-42)
- ❖ protect and take pride in all aspects of our environment so that we become stewards of God's creation (Psalm 8)

**“Treat others as you would like to be treated!”  
The Golden Rule (Matthew 7:12)**

St. Cuthbert's Catholic High School is an innovative, vibrant and exciting learning community where children achieve exceptionally well academically and develop as well-rounded young people who live by the Gospel values. Our students know and understand that we exist for them and they are at the heart of all that we do. The core purpose of our school is to ensure that every child develops their individual and unique talents, unlocking their true potential. Every aspect of school life, including the curriculum, has a role to play in the development of the whole child, especially in the areas of Spiritual, Moral, Social and Cultural development.

We believe that our core Christian values enable children to grow as well-rounded young people who know right from wrong. We give each child the Gospel values as a toolkit for living a happy and fulfilled life. Our school is distinctive in nature because it is a faith school which bases its whole ethos on the importance of developing relationships; the important of human worth and the importance of love, justice and hope.

Within our school we review and evaluate the role of the curriculum in SMSC development. Naturally, within the curriculum, there are departments that make a more explicit and defined contribution to students' SMSC such as Religious Education, Citizenship, PSHE and Sex and Relationships Education. All other subjects make a valuable contribution to the SMSC development of students through the delivery of their curriculum and Schemes of Learning. We use Twitter, Instagram, Facebook and our school website to share and raise awareness of all issues so that our students and parents/carers are kept informed and updated.

Since the 1988 Education Act, schools now have the responsibility to promote  
“..the spiritual, moral, social and cultural development of students... and of society.”

(Education Reform Act Part 1 Chapter 1.)

## Spiritual Development

### We have won the National Church Schools award

“We are bearing witness to God’s presence in society, but we are also being a sign and touching the lives of those around us, in many undiscerned and perhaps unintended ways.” (CESEW document ‘Spiritual and Moral Development’ pg. 7)

Our core principles of Spiritual Development are:

- excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride
- sharing thoughts, feelings and views in conversation and making perceptive, reflective and inspired comments
- addressing the questions of life, grasping the idea of wonder, experiencing deep feelings and understanding how beliefs and values shape motivation

Spiritual development at St. Cuthbert’s Catholic High School is grounded in and draws life from the rich and varied spirituality of the Christian Church. Students and staff are given the opportunity to reflect and develop their spirituality in the regular celebration of the liturgical life of the Church, through the sacraments, through collective worship, in Religious Education, in Citizenship, in PSHE and also through opportunities within the wider curriculum and life of the school.

Conscious of the backgrounds of some members of the school community, it is recognised that though spirituality is closely linked to and is a key element of Christianity, it is not exclusively a religious term. For some their spiritual development will not be explicitly religious, but will be a natural human response to God, to themselves, to the world and to the society around them. For those people of faith, spirituality is a fundamental aspect of their lives and helps to deepen the personal response to God of every individual. Every legitimate activity from this perspective has a spiritual dimension.

This view is further supported by part of the OFSTED definition of Spiritual Development.

*Spiritual development is the development of the non-material element of a human being which drives and sustains us and...is about the development of a sense of identity, self-worth, personal insight, meaning and purpose...*

The CESEW offer the following definition of Spiritual Development

the continuing search for “more penetrating truths”, “the quest and love of what is true and good”, are what spiritual development is all about. It is in this sense of “The spiritual” that we must help our students, each in their own unique way, to think, appreciate, question, struggle, suffer, wonder, love, reflect and indeed work!” (CESEW Document Pg11).

Explicit spiritual development and formation involves the whole school community. It is integral to the very fabric of the building and remains one of the key drivers for school improvement. Although the Religious Education Programme in both Key Stages plays a fundamental part in spiritual development, it is the wider life of the school which has the most influence and impact. Examples include: fostering awe and wonder in every student’s mind; powerful experiences which enable reflection our very existence; liturgical celebrations providing reflection and connection, collective worship through prayer, music, art, scripture, poetry and meditation; assemblies created and led by students which develop inquisitiveness and understanding; involvement in a wide variety of charitable activities at home, in the local community and abroad; in driving the spiritual life of the school.

## Moral Development

The core principles of Moral Development are:

- being honourable, respectful, ethical and fair
- appropriate use of new technologies and social networking sites – E Safety
- recognising the need for rules to govern right and wrong conduct.
- appropriate questioning of all that goes on around them.
- understanding the importance of human worth
- an ability to exercise compassion, forgiveness, humility and kindness

Our aim is to enable students to build a framework of moral values for themselves so as to help them regulate their personal behaviour. Our overarching aim is that all students leave our school with the Gospel values as a toolkit for living a happy and fulfilled life. Our approach to behaviour management is built on restorative approaches and maintaining positive relationships within our community. Also we develop our students’ understanding of shared and agreed values held in society as a whole. Students need to recognise that society’s values can and do change and they need to understand the reasons for this. To see how moral development is undertaken in school, please refer to the School’s Self-Review Document on SMSC Development.

## Social Development

According to OFSTED, social development is,

*“...about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society using the inter-personal skills necessary for successful relationships.”*

The core principles of Social Development are:

- developing politeness, courtesy, self-discipline, self-awareness and caring approach to others and our world
- promoting social cohesion
- being able to tolerate, function within and understand a multi-cultural Britain and a global society
- understanding appropriate use of emerging technologies and social networking sites – E safety
- developing emotional intelligence to be able to work through the journey of life
- valuing others and understand the need to be able to work with others
- addressing their own difficulties and the difficulties of others

Our aim is to enable students to recognise their own personal worth and the worth of other people. The school seeks to develop positive relationships, a sense of personal and corporate responsibility, participation in the various aspects of the life of the school community and the values attached; thus supporting students on their way to becoming responsible citizens. All subjects have a contribution to make to the social development of students, sometimes through the subject material but equally on a daily basis through the interaction of students and staff. Sex and Relationships Education explores many aspects of social development i.e. personal relationships.

Other areas where students experience personal growth and the development of social skills are: through British Values Day assemblies, the Duke of Edinburgh Award, various sporting activities, school trips and overseas trips, various charity collections and retreats.

## Diversity & Cultural Development

### **We have International School Award - Intermediate**

The core principles of Diversity and Cultural Development are:

- application of the Single Equality Policy
- an awareness of their own culture and of other cultures. Recognition of the interaction between cultures. Being able to function in a multi-cultural and global society
- respect, tolerance and understanding regardless of culture or background
- embracing the individual who has a valuable contribution to make in enriching our own lives and experiences
- recognising a person's needs and the needs of others for a wide intellectual development.

Conscious of the diverse cultural nature of modern society in the United Kingdom, St. Cuthbert's Catholic High School seeks to equip members of the community with an increasing understanding and appreciation of the rich variety and expression of different cultures.

Through the curriculum the school offers, staff and students, the opportunity to appreciate and understand a range of cultural experiences.

There are also a large number of activities that enable SMSC education e.g. sporting activities, Remembrance day, British Values Day, We Day, various trips, College partnerships, revision clubs, study support, science and drama activities and productions, school trips abroad, musical instrument tuition, choir, School Council, to name but a few (see evidence folder) etc. focus is on trying to raise the self-esteem and aspirations of our community and to try to create a positive environment.

In all of these activities, the students learn to, as OFSTED put it,

*“understand their own culture, other cultures in their town, region and in the country as a whole. To understand about cultures represented in Europe and elsewhere in the world. To understand and be comfortable in a variety of cultures and to be aware of the shared experiences provided by television, travel and the Internet...”*

The government set out its definition of **‘British values’** in the ‘Prevent Strategy’ (2011), which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the government to be

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The promotion of ‘British values’ is central to Catholic education because British values have their origin in the Christian values of our nation.

*“We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our schools promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds.”*  
*Paul Barber (Catholic Education Service 15 December 2014).*

St Cuthbert's Catholic High school promotes this in a variety of ways including magistrate visits and talks, British Values days, school council, Senior Team process, supporting local and global charities. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Students and staff alike model respect. The school promotes respect for others and this is reinforced through assemblies, our classroom and learning environments as well as extra-curricular activities such as sport. Our school's ethos and behaviour policy are based on Gospel values, with the important commandment being, ‘Love one another as I have loved you’. In line with our commitment to democracy, students are always able to voice their opinions as we foster an environment where they can debate ideas and are safe to disagree with each other. We encourage students to communicate honestly and openly and to understand the value of co-operation and consensus as well as decision making through voting. Our emphasis on fairness and justice means that we ask our students to ensure that they look out for those who might be marginalised and disadvantaged. We work hard to promote anti-bullying through a focus on strategies to enable respect for difference and tolerance.

## SMSC and British Values

### Examples of activities taken place 2016 / 2017:

- Various *collective worship* - Whole school/Year Assemblies. Mass/Services for Easter/Christmas/Remembrance/Leavers. Sacred Time during registration.
- *British Values Day 2016*
- Two *Archdiocesan Days on British Values*
- Year *charities* including fundraising
- *Annual Awards Evening*

### Educational Visits

- Geography Field Trips.
- Chester Zoo - Year 7 and 8.
- Alton Towers – Year 9 and 10.
- London Trip and Wimbledon.
- Battlefields Trip – Year 9 and 10.
- Wigan Athletic FC European Cup games.
- Liverpool Cathedral – Year 9.
- Magistrate's Court.
- LIPA – Little Shop of Horrors trip.

### Sport

- Sports Day
- Cricket Test Match
- Interschools Athletics
- National Schools Cheerleading Competition
- Fixtures/Matches/Tournaments for various sports.
- Year 7 Football Tour to Glasgow
- Trip to Old Trafford Cricket Ground.
- Paul Nash selected to Play for England Rugby
- Various students selected to play for professional clubs in youth teams.
- PGL Boreatton Park – Y9 GCSE PE residential

### Musical activities

- Students taking part in various music exams and lessons
- Spotlight concert
- Dance and Music Festival
- Langtree Park Christmas Concert for Helena Housing
- School Band at various events
- Brass Workshop Day
- Chester Performing Arts Festival
- Super-sing event
- Primary School Concerts

## Curriculum based activities

- Year 7 Booster Club in Maths
- Year 7 and 8 Young Writers Competition
- STEM club
- Mond Trophy at Cronton College
- Accelerated reader
- Colliers Moss Social Skills Group with Mersey Forest Team

## External Activities

- Year 11 Costume Collaboration at Cronton College.
- Taster Days at Carmel for RE and Philosophy.
- Taster Days at various Sixth Form Colleges.
- Supporting local Food Banks
- Governor in for Year 10 regarding recruitment.
- Police and Crime Rights.
- Magistrate Visit.
- Year 10 Art/Drama/Graphics Taster Day.
- Various year groups – Medicine Taster Day at Carmel.
- Barclay's Bank – Year 7
- Year 10 visits to Carmel College
- Healthy Body Healthy Mind Programme with TAZ and Michelle Green – Year 8 and 9
- 'Is it worth it?' Roadshow – Merseyside Police – Year 8
- 'Chelsea's Choice' play for year 9 on SRE.
- Alcohol Awareness – Year 7
- Smoking Education – Year 7
- Drugs Education - Year 8
- JMU - Year 7 on Future
- Merseyside Fire Brigade - Road Safety – Year 7
- Gideons - Year 7.
- LJMU – Women in STEM 6 week Programme
- Y8 Employability Programme, Liverpool
- HMP Manchester Community Team and Merseyside Police "Actions have consequences"
- Exchange visits with Manchester Islamic School for Girls